



General Assembly

January Session, 2015

Raised Bill No. 7018

LCO No. 5068



Referred to Committee on EDUCATION

Introduced by:
(ED)

AN ACT CONCERNING ALTERNATIVE EDUCATION.

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

1 Section 1. (NEW) (*Effective July 1, 2015*) (a) As used in this section,
2 "alternative education" means a school or program maintained and
3 operated by a local or regional board of education that is offered to
4 students in a nontraditional educational setting and addresses the
5 social, emotional, behavioral and academic needs of such students.

6 (b) A local or regional board of education may provide alternative
7 education to students, in accordance with guidelines established by the
8 State Board of Education pursuant to section 2 of this act. A local or
9 regional board of education may use space in an existing school or
10 establish a new school for the purposes of providing alternative
11 education to students. Alternative education shall be provided in
12 accordance with the provisions of sections 10-15 and 10-16 of the
13 general statutes and shall be subject to all federal and state laws
14 governing public schools.

15 (c) Each local and regional board of education shall make available

16 on its Internet web site information relating to alternative education
17 offered under this section, including, but not limited to, the purpose,
18 location, contact information, staff directory and enrollment criteria for
19 such alternative education.

20 Sec. 2. (NEW) (*Effective July 1, 2015*) (a) The Department of
21 Education shall develop guidelines for the provision of alternative
22 education, as defined in section 1 of this act. Such guidelines shall
23 include, but not be limited to, a description of the purpose and
24 expectations of alternative education, criteria for who is eligible to
25 receive alternative education, criteria for how and when a student may
26 enter or exit alternative education.

27 (b) The department shall assign an identification code and
28 organization code to each school or program of alternative education
29 provided by a local or regional board of education for purposes of
30 collecting, tracking and monitoring such alternative education in the
31 public school information system, pursuant to section 10-10a of the
32 general statutes.

33 Sec. 3. Subsection (a) of section 10-220 of the general statutes is
34 repealed and the following is substituted in lieu thereof (*Effective July*
35 *1, 2015*):

36 (a) Each local or regional board of education shall maintain good
37 public elementary and secondary schools, implement the educational
38 interests of the state, as defined in section 10-4a, and provide such
39 other educational activities as in its judgment will best serve the
40 interests of the school district; provided any board of education may
41 secure such opportunities in another school district in accordance with
42 provisions of the general statutes and shall give all the children of the
43 school district, including children receiving alternative education, as
44 defined in section 1 of this act, as nearly equal advantages as may be
45 practicable; shall provide an appropriate learning environment for all
46 its students which includes (1) adequate instructional books, supplies,

47 materials, equipment, staffing, facilities and technology, (2) equitable
48 allocation of resources among its schools, (3) proper maintenance of
49 facilities, and (4) a safe school setting; shall, in accordance with the
50 provisions of subsection (f) of this section, maintain records of
51 allegations, investigations and reports that a child has been abused or
52 neglected by a school employee, as defined in section 53a-65,
53 employed by the local or regional board of education; shall have
54 charge of the schools of its respective school district; shall make a
55 continuing study of the need for school facilities and of a long-term
56 school building program and from time to time make
57 recommendations based on such study to the town; shall adopt and
58 implement an indoor air quality program that provides for ongoing
59 maintenance and facility reviews necessary for the maintenance and
60 improvement of the indoor air quality of its facilities; shall adopt and
61 implement a green cleaning program, pursuant to section 10-231g, that
62 provides for the procurement and use of environmentally preferable
63 cleaning products in school buildings and facilities; on and after July 1,
64 2011, and triennially thereafter, shall report to the Commissioner of
65 Administrative Services on the condition of its facilities and the action
66 taken to implement its long-term school building program, indoor air
67 quality program and green cleaning program, which report the
68 Commissioner of Administrative Services shall use to prepare a
69 triennial report that said commissioner shall submit in accordance with
70 section 11-4a to the joint standing committee of the General Assembly
71 having cognizance of matters relating to education; shall advise the
72 Commissioner of Administrative Services of the relationship between
73 any individual school building project pursuant to chapter 173 and
74 such long-term school building program; shall have the care,
75 maintenance and operation of buildings, lands, apparatus and other
76 property used for school purposes and at all times shall insure all such
77 buildings and all capital equipment contained therein against loss in
78 an amount not less than eighty per cent of replacement cost; shall
79 determine the number, age and qualifications of the pupils to be
80 admitted into each school; shall develop and implement a written plan

81 for minority staff recruitment for purposes of subdivision (3) of section
82 10-4a; shall employ and dismiss the teachers of the schools of such
83 district subject to the provisions of sections 10-151 and 10-158a, as
84 amended by this act; shall designate the schools which shall be
85 attended by the various children within the school district; shall make
86 such provisions as will enable each child of school age residing in the
87 district to attend some public day school for the period required by
88 law and provide for the transportation of children wherever
89 transportation is reasonable and desirable, and for such purpose may
90 make contracts covering periods of not more than five years; may
91 [place in an] provide alternative [school program] education, in
92 accordance with the provisions of section 1 of this act, or [other] place
93 in another suitable educational program a pupil enrolling in school
94 who is nineteen years of age or older and cannot acquire a sufficient
95 number of credits for graduation by age twenty-one; may arrange with
96 the board of education of an adjacent town for the instruction therein
97 of such children as can attend school in such adjacent town more
98 conveniently; shall cause each child five years of age and over and
99 under eighteen years of age who is not a high school graduate and is
100 living in the school district to attend school in accordance with the
101 provisions of section 10-184, and shall perform all acts required of it by
102 the town or necessary to carry into effect the powers and duties
103 imposed by law.

104 Sec. 4. Subsection (c) of section 10-220 of the general statutes is
105 repealed and the following is substituted in lieu thereof (*Effective July*
106 *1, 2015*):

107 (c) Annually, each local and regional board of education shall
108 submit to the Commissioner of Education a strategic school profile
109 report for each school and school or program of alternative education,
110 as defined in section 1 of this act, under its jurisdiction and for the
111 school district as a whole. The superintendent of each local and
112 regional school district shall present the profile report at the next
113 regularly scheduled public meeting of the board of education after

114 each November first. The profile report shall provide information on
115 measures of (1) student needs, (2) school resources, including
116 technological resources and utilization of such resources and
117 infrastructure, (3) student and school performance, including truancy,
118 (4) the number of students enrolled in an adult high school credit
119 diploma program, pursuant to section 10-69, operated by a local or
120 regional board of education or a regional educational service center, (5)
121 equitable allocation of resources among its schools, (6) reduction of
122 racial, ethnic and economic isolation, and (7) special education. For
123 purposes of this subsection, measures of special education include (A)
124 special education identification rates by disability, (B) rates at which
125 special education students are exempted from mastery testing
126 pursuant to section 10-14q, (C) expenditures for special education,
127 including such expenditures as a percentage of total expenditures, (D)
128 achievement data for special education students, (E) rates at which
129 students identified as requiring special education are no longer
130 identified as requiring special education, (F) the availability of
131 supplemental educational services for students lacking basic
132 educational skills, (G) the amount of special education student
133 instructional time with nondisabled peers, (H) the number of students
134 placed out-of-district, and (I) the actions taken by the school district to
135 improve special education programs, as indicated by analyses of the
136 local data provided in subparagraphs (A) to (H), inclusive, of this
137 subdivision. The superintendent shall include in the narrative portion
138 of the report information about parental involvement and if the district
139 has taken measures to improve parental involvement, including, but
140 not limited to, employment of methods to engage parents in the
141 planning and improvement of school programs and methods to
142 increase support to parents working at home with their children on
143 learning activities. For purposes of this subsection, measures of
144 truancy include the type of data that is required to be collected by the
145 Department of Education regarding attendance and unexcused
146 absences in order for the department to comply with federal reporting
147 requirements and the actions taken by the local or regional board of

148 education to reduce truancy in the school district. Such truancy data
149 shall be considered a public record for purposes of chapter 14.

150 Sec. 5. Subsection (a) of section 10-158a of the general statutes is
151 repealed and the following is substituted in lieu thereof (*Effective July*
152 *1, 2015*):

153 (a) Any two or more boards of education may, in writing, agree to
154 establish cooperative arrangements to provide school accommodations
155 services, programs or activities, special education services, [or] health
156 care services or alternative education, as defined in section 1 of this act,
157 to enable such boards to carry out the duties specified in the general
158 statutes. Such arrangements may include the establishment of a
159 committee to supervise such programs, the membership of the
160 committee to be determined by the agreement of the cooperating
161 boards. Such committee shall have the power, in accordance with the
162 terms of the agreement, to (1) apply for, receive directly and expend on
163 behalf of the school districts which have designated the committee an
164 agent for such purpose any state or federal grants which may be
165 allocated to school districts for specified programs, the supervision of
166 which has been delegated to such committee, provided such grants are
167 payable before implementation of any such program or are to
168 reimburse the committee pursuant to subsection (d) of this section for
169 transportation provided to a school operated by a cooperative
170 arrangement; (2) receive and disburse funds appropriated to the use of
171 such committee by the cooperating school districts, the state or the
172 United States, or given to the committee by individuals or private
173 corporations; (3) hold title to real or personal property in trust, or as
174 otherwise agreed to by the parties, for the appointing boards; (4)
175 employ personnel; (5) enter into contracts; and (6) otherwise provide
176 the specified programs, services and activities. Teachers employed by
177 any such committee shall be subject to the provisions of the general
178 statutes applicable to teachers employed by the board of education of
179 any town or regional school district. For purposes of this section, the
180 term "teacher" shall include each professional employee of a committee

181 below the rank of superintendent who holds a regular certificate
182 issued by the State Board of Education and who is in a position
183 requiring such certification.

184 Sec. 6. Subsection (b) of section 10-4p of the general statutes is
185 repealed and the following is substituted in lieu thereof (*Effective July*
186 *1, 2015*):

187 (b) Prior to developing the plan, the State Board of Education shall
188 conduct a state-wide assessment of the disparities among local and
189 regional school districts and make comparisons to relevant national
190 standards or regional accreditation standards, in the areas of: (1)
191 Resources, including educational materials, supplies, equipment,
192 textbooks, library materials, facilities and expenditures by category
193 and in total; (2) staff, including the education and experience of
194 teachers, staff-student ratios, the racial and ethnic characteristics of
195 staff, minority staff recruitment and a comparison of the racial
196 diversity of school staffs to the racial diversity of the region where the
197 school is located; (3) program and curriculum, including course
198 offerings, requirements, enrollments in advanced, special and
199 compensatory education, programs and services to students with
200 limited English proficiency and an analysis of such programs and
201 services in terms of the recommendations of the bilingual education
202 task force, policies on student assignment and promotion,
203 extracurricular activities and student participation, goals and
204 objectives and content and performance standards, opportunities for
205 summer school, school-to-career transition, [alternative programs,]
206 alternative education, as defined in section 1 of this act, alternative
207 educational opportunities, and parent-student choice of school or
208 program; (4) student achievement, including the effect of social
209 promotional policies on student achievement, state and national
210 assessments, dropout rates, attendance, graduation follow-up data,
211 artistic, athletic and community service accomplishments, other
212 documentation of student success, and success in reducing the racial,
213 ethnic and economic isolation of students; and (5) community

214 involvement, including parent and family contact with the school and
215 teachers, business partnerships, joint programs with community
216 agencies, town-wide preschool coordination, opportunities for adult
217 basic education and parenting education.

218 Sec. 7. Subsection (c) of section 10-223h of the general statutes is
219 repealed and the following is substituted in lieu thereof (*Effective July*
220 *1, 2015*):

221 (c) Following the establishment of a turnaround committee, the
222 Department of Education shall conduct, in consultation with the local
223 or regional board of education for a school selected to participate in the
224 commissioner's network of schools, the school governance council for
225 such school and such turnaround committee, an operations and
226 instructional audit, as described in subparagraph (A) of subdivision (2)
227 of subsection (e) of section 10-223e, for such school. Such operations
228 and instructional audit shall be conducted pursuant to guidelines
229 issued by the department and shall determine the extent to which the
230 school (1) has established a strong family and community connection
231 to the school; (2) has a positive school environment, as evidenced by a
232 culture of high expectations, a safe and orderly workplace, and that
233 address other nonacademic factors that impact student achievement,
234 such as students' social, emotional, arts, cultural, recreational and
235 health needs; (3) has effective leadership, as evidenced by the school
236 principal's performance appraisals, track record in improving student
237 achievement, ability to lead turnaround efforts, and managerial skills
238 and authority in the areas of scheduling, staff management,
239 curriculum implementation and budgeting; (4) has effective teachers
240 and support staff as evidenced by performance evaluations, policies to
241 retain staff determined to be effective and who have the ability to be
242 successful in the turnaround effort, policies to prevent ineffective
243 teachers from transferring to the schools, and job-embedded, ongoing
244 professional development informed by the teacher evaluation and
245 support programs that are tied to teacher and student needs; (5) uses
246 time effectively as evidenced by the redesign of the school day, week,

247 or year to include additional time for student learning and teacher
248 collaboration; (6) has a curriculum and instructional program that is
249 based on student needs, is research-based, rigorous and aligned with
250 state academic content standards, and serves all children, including
251 students at every achievement level; and (7) uses evidence to inform
252 decision-making and for continuous improvement, including by
253 providing time for collaboration on the use of data. Such operations
254 and instructional audit shall be informed by an inventory of the
255 following: (A) Before and after school programs, (B) any school-based
256 health centers, family resource centers or other community services
257 offered at the school, including, but not limited to, social services,
258 mental health services and parenting support programs, (C) whether
259 scientific research-based interventions are being fully implemented at
260 the school, (D) resources for scientific research-based interventions
261 during the school year and summer school programs, (E) resources for
262 gifted and talented students, (F) the length of the school day and the
263 school year, (G) summer school programs, (H) [the alternative high
264 school] alternative education, as defined in section 1 of this act, if any,
265 [available] offered to students at the school, (I) the number of teachers
266 employed at the school and the number of teachers who have left the
267 school in each of the previous three school years, (J) student mobility,
268 including the number of students who have been enrolled in and left
269 the school, (K) the number of students whose primary language is not
270 English, (L) the number of students receiving special education
271 services, (M) the number of truants, (N) the number of students who
272 are eligible for free or reduced price lunches, (O) the number of
273 students who are eligible for HUSKY Plan, Part A, (P) the curricula
274 used at the school, (Q) the reading curricula and programs for
275 kindergarten to grade three, inclusive, if any, at the school, (R) arts and
276 music programs offered at the school, (S) physical education programs
277 offered and periods for recess or physical activity, (T) the number of
278 school psychologists at the school and the ratio of school psychologists
279 to students at the school, (U) the number of social workers at the
280 school and the ratio of social workers to students at the school, (V) the

281 teacher and administrator performance evaluation program, including
 282 the frequency of performance evaluations, how such evaluations are
 283 conducted and by whom, the standards for performance ratings and
 284 follow-up and remediation plans and the aggregate results of teacher
 285 performance evaluation ratings conducted pursuant to section 10-151b
 286 and any other available measures of teacher effectiveness, (W)
 287 professional development activities and programs, (X) teacher and
 288 student access to technology inside and outside of the classroom, (Y)
 289 student access to and enrollment in mastery test preparation programs,
 290 (Z) the availability of textbooks, learning materials and other supplies,
 291 (AA) student demographics, including race, gender and ethnicity, (BB)
 292 chronic absenteeism, and (CC) preexisting school improvement plans,
 293 for the purpose of (i) determining why such school improvement plans
 294 have not improved student academic performance, and (ii) identifying
 295 governance, legal, operational, staffing or resource constraints that
 296 contributed to the lack of student academic performance at such school
 297 and should be addressed, modified or removed for such school to
 298 improve student academic performance.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2015</i>	New section
Sec. 2	<i>July 1, 2015</i>	New section
Sec. 3	<i>July 1, 2015</i>	10-220(a)
Sec. 4	<i>July 1, 2015</i>	10-220(c)
Sec. 5	<i>July 1, 2015</i>	10-158a(a)
Sec. 6	<i>July 1, 2015</i>	10-4p(b)
Sec. 7	<i>July 1, 2015</i>	10-223h(c)

Statement of Purpose:

To define and establish alternative education.

[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.]