



# Senate

General Assembly

**File No. 310**

February Session, 2016

Substitute Senate Bill No. 174

*Senate, March 30, 2016*

The Committee on Education reported through SEN. SLOSSBERG of the 14th Dist., Chairperson of the Committee on the part of the Senate, that the substitute bill ought to pass.

***AN ACT ESTABLISHING A TASK FORCE TO STUDY PROFESSIONAL DEVELOPMENT AND IN-SERVICE TRAINING REQUIREMENTS FOR EDUCATORS.***

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

1 Section 1. (*Effective from passage*) (a) There is established a task force  
2 to study issues relating to the professional development requirements,  
3 as described in sections 10-148a and 10-148b of the general statutes,  
4 and the in-service training requirements, as described in section 10-  
5 220a of the general statutes, for educators. The task force shall (1)  
6 examine (A) how the professional development and in-service training  
7 requirements prescribed by law are being implemented by local and  
8 regional boards of education, (B) the content prescribed by such  
9 requirements, including, but not limited to, any duplicative training or  
10 instruction requirements, and the frequency with which educators are  
11 completing the same training or instruction, (C) the time required each  
12 year to complete the professional development and in-service training  
13 requirements, and, after completing such training and instruction, how  
14 much time remains to address issues and topics specific to the school

15 district, (D) the direct and indirect costs of such requirements to local  
16 and regional boards of education, and (E) the effect such requirements  
17 have on the provision of instruction in the public schools, and (2) make  
18 recommendations for the streamlining of such requirements,  
19 including, but not limited to, the frequency of the provision of the  
20 requirements and the combination or elimination of duplicative  
21 requirements.

22 (b) The task force shall consist of the following members: (1) The  
23 Commissioner of Education, or the commissioner's designee, (2) one  
24 representative from each of the following associations, designated by  
25 each such association: The Connecticut Association of Boards of  
26 Education, the Connecticut Association of Public School  
27 Superintendents, the Connecticut Association of Schools, Connecticut  
28 Federation of School Administrators, the Connecticut Education  
29 Association and the American Federation of Teachers-Connecticut,  
30 and (3) four persons selected by the Commissioner of Education, one  
31 of whom is an academic with knowledge and expertise in social-  
32 emotional learning, one of whom is a teacher, one of whom is a  
33 member of the School Paraprofessional Advisory Council, established  
34 pursuant to section 10-155k of the general statutes, and one of whom is  
35 any other person the commissioner deems appropriate.

36 (c) All appointments to the task force shall be made not later than  
37 thirty days after the effective date of this section. Any vacancy shall be  
38 filled by the appointing authority.

39 (d) The Commissioner of Education, or the commissioner's  
40 designee, shall serve as the chairperson of the task force. Such  
41 chairperson shall schedule the first meeting of the task force, which  
42 shall be held not later than sixty days after the effective date of this  
43 section.

44 (e) Not later than January 1, 2017, the task force shall submit a  
45 report on its findings and recommendations to the joint standing  
46 committee of the General Assembly having cognizance of matters  
47 relating to education, in accordance with the provisions of section 11-

48 4a of the general statutes. The task force shall terminate on the date  
49 that it submits such report or January 1, 2017, whichever is later.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>from passage</i>	New section

**Statement of Purpose:**

In Section 1(a), "all training and instruction prescribed by law" was changed to "the professional development and in-service training requirements" for accuracy, and "local concerns and issues" was changed to "issues and topics specific to the school district" for clarity.

**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 17 \$
Various State Agencies	GF - Potential Cost	Less than \$1,000

Note: GF=General Fund

**Municipal Impact:** None

**Explanation**

There may be a cost of less than \$1,000 in FY 17 to those agencies participating in the task force to reimburse legislators and agency staff for mileage expenses.

**The Out Years**

There is no ongoing fiscal impact because the task force terminates in FY 17.

**OLR Bill Analysis**

**sSB 174**

***AN ACT ESTABLISHING A TASK FORCE TO STUDY PROFESSIONAL DEVELOPMENT AND IN-SERVICE TRAINING REQUIREMENTS FOR EDUCATORS.***

**SUMMARY:**

The Office of Legislative Research does not analyze Special Acts.

**COMMITTEE ACTION**

Education Committee

Joint Favorable Substitute

Yea 30 Nay 1 (03/14/2016)