



# House of Representatives

General Assembly

**File No. 447**

February Session, 2018

Substitute House Bill No. 5446

*House of Representatives, April 12, 2018*

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 MINOR REVISIONS AND ADDITIONS TO THE EDUCATION STATUTES.***

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

1 Section 1. (NEW) (*Effective July 1, 2018*) On and after July 1, 2018,  
2 any school nurse who is initially qualified as a school nurse pursuant  
3 to the regulations adopted under section 10-212 of the general statutes  
4 shall complete twelve hours of professional development during the  
5 first year such school nurse is employed by a local or regional board of  
6 education. The Department of Education, in collaboration with the  
7 Association of School Nurses and the Connecticut Nurses' Association,  
8 shall approve a curriculum for such professional development.

9 Sec. 2. Subsection (a) of section 10-190 of the 2018 supplement to the  
10 general statutes is repealed and the following is substituted in lieu  
11 thereof (*Effective July 1, 2018*):

12 (a) The Commissioner of Education shall establish a program to

13 provide grants to youth service bureaus in accordance with this  
14 section. Only youth service bureaus which (1) were eligible to receive  
15 grants pursuant to this section for the fiscal year ending June 30, 2007,  
16 (2) applied for a grant by June 30, 2012, with prior approval of the  
17 town's contribution pursuant to subsection (b) of this section, (3)  
18 applied for a grant during the fiscal year ending June 30, 2015, or (4)  
19 applied for a grant during the fiscal year ending June 30, [2017] 2018,  
20 with prior approval of the town's contribution pursuant to subsection  
21 (b) of this section, shall be eligible for a grant pursuant to this section.  
22 Each such youth service bureau shall receive, within available  
23 appropriations, a grant of fourteen thousand dollars. The Department  
24 of Education may expend an amount not to exceed two per cent of the  
25 amount appropriated for purposes of this section for administrative  
26 expenses. If there are any remaining funds, each such youth service  
27 bureau that was awarded a grant in excess of fifteen thousand dollars  
28 in the fiscal year ending June 30, 1995, shall receive a percentage of  
29 such funds. The percentage shall be determined as follows: For each  
30 such grant in excess of fifteen thousand dollars, the difference between  
31 the amount of the grant awarded to the youth service bureau for the  
32 fiscal year ending June 30, 1995, and fifteen thousand dollars shall be  
33 divided by the difference between the total amount of the grants  
34 awarded to all youth service bureaus that were awarded grants in  
35 excess of fifteen thousand dollars for said fiscal year and the product of  
36 fifteen thousand dollars and the number of such grants for said fiscal  
37 year.

38 Sec. 3. Subsection (a) of section 10-16b of the 2018 supplement to the  
39 general statutes is repealed and the following is substituted in lieu  
40 thereof (*Effective July 1, 2018*):

41 (a) In the public schools the program of instruction offered shall  
42 include at least the following subject matter, as taught by legally  
43 qualified teachers, the arts; career education; consumer education;  
44 health and safety, including, but not limited to, human growth and  
45 development, nutrition, first aid, including cardiopulmonary  
46 resuscitation training in accordance with the provisions of section 10-

47 16qq, disease prevention and cancer awareness, including, but not  
48 limited to, age and developmentally appropriate instruction in  
49 performing self-examinations for the purposes of screening for breast  
50 cancer and testicular cancer, community and consumer health,  
51 physical, mental and emotional health, including youth suicide  
52 prevention, substance abuse prevention, safety, which shall include the  
53 safe use of social media, as defined in section 9-601, and may include  
54 the dangers of gang membership, and accident prevention; language  
55 arts, including reading, writing, grammar, speaking and spelling;  
56 mathematics; physical education; science; social studies, including, but  
57 not limited to, citizenship, economics, geography, government and  
58 history; computer programming instruction; and in addition, on at  
59 least the secondary level, one or more world languages, [and]  
60 vocational education and instruction relating to the Safe Haven Act,  
61 sections 17a-57 to 17a-61, inclusive. For purposes of this subsection,  
62 world languages shall include American Sign Language, provided  
63 such subject matter is taught by a qualified instructor under the  
64 supervision of a teacher who holds a certificate issued by the State  
65 Board of Education. For purposes of this subsection, the "arts" means  
66 any form of visual or performing arts, which may include, but not be  
67 limited to, dance, music, art and theatre.

68 Sec. 4. Subdivision (1) of subsection (b) of section 10-198d of the  
69 general statutes is repealed and the following is substituted in lieu  
70 thereof (*Effective July 1, 2018*):

71 (b) (1) The chronic absenteeism prevention and intervention plan  
72 shall include, but need not be limited to, the following: (A) Information  
73 that describes (i) chronic absenteeism, including, but not limited to, the  
74 definition of a chronically absent child under section 10-198c, and the  
75 causes of chronic absenteeism, such as poverty, violence, poor health  
76 and lack of access to transportation, (ii) the effect of chronic  
77 absenteeism on a student's academic performance, and (iii) how family  
78 and school partnerships with community resources, including, but not  
79 limited to, family resource centers and youth service bureaus, can  
80 reduce chronic absenteeism and improve student attendance, and (B) a

81 means of collecting and analyzing data relating to student attendance,  
82 truancy and chronic absenteeism for the purpose of (i) disaggregating  
83 such data by school district, school, grade and subgroups, such as race,  
84 ethnicity, gender, eligibility for free or reduced priced lunches, [and]  
85 students whose primary language is not English and students with  
86 disabilities, and (ii) assisting local and regional boards of education in  
87 (I) tracking chronic absenteeism over multiple years and for the  
88 current school year, (II) developing indicators to identify students who  
89 are at risk of being chronically absent children, (III) monitoring  
90 students' attendance over time, and (IV) making adjustments to  
91 interventions as they are being implemented.

92 Sec. 5. Section 10-198e of the general statutes is repealed and the  
93 following is substituted in lieu thereof (*Effective July 1, 2018*):

94 The Department of Education shall identify effective truancy  
95 intervention models for implementation by local and regional boards  
96 of education pursuant to subsection (b) of section 10-198a, including  
97 intervention models that address the needs of students with  
98 disabilities. Not later than August 15, 2017, a listing of such approved  
99 models shall be available for implementation by local and regional  
100 boards of education pursuant to said subsection (b).

101 Sec. 6. Subsection (a) of section 2-53m of the 2018 supplement to the  
102 general statutes is repealed and the following is substituted in lieu  
103 thereof (*Effective July 1, 2018*):

104 (a) The joint standing committee of the General Assembly having  
105 cognizance of matters relating to children, in consultation with the  
106 Office of Fiscal Analysis, the Office of Legislative Research and the  
107 Commission on Women, Children and Seniors, shall maintain an  
108 annual report card that evaluates the progress of state policies and  
109 programs in promoting the result that all Connecticut children grow  
110 up in a stable living environment, safe, healthy and ready to lead  
111 successful lives. Progress shall be measured by primary indicators of  
112 progress, including, but not limited to, indicators established in the  
113 final report of the former Legislative Program Review and

114 Investigations Committee prepared pursuant to the provisions of  
 115 section 1 of public act 09-166, of state-wide rates of child abuse, child  
 116 poverty, low birth weight, third grade reading proficiency, and the  
 117 annual social health index developed pursuant to section 46a-131a. For  
 118 each indicator, the data shall also be presented according to ethnicity  
 119 or race, gender, geography, disability and, where appropriate, age and  
 120 other relevant characteristics. The joint standing committee of the  
 121 General Assembly having cognizance of matters relating to children  
 122 shall prepare the report card on or before January 15, 2018, and  
 123 annually thereafter. On or before January 15, 2018, and annually  
 124 thereafter, said committee shall make the report card available to the  
 125 public on the Internet and on the web site of the General Assembly and  
 126 shall transmit the report card electronically to (1) members of the joint  
 127 standing committees of the General Assembly having cognizance of  
 128 matters relating to appropriations and the budgets of state agencies  
 129 and human services, (2) the Commissioners of Children and Families,  
 130 Education and Public Health, (3) the Child Advocate, (4) the Secretary  
 131 of the Office of Policy and Management, and (5) the Chief Court  
 132 Administrator.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2018</i>	New section
Sec. 2	<i>July 1, 2018</i>	10-19o(a)
Sec. 3	<i>July 1, 2018</i>	10-16b(a)
Sec. 4	<i>July 1, 2018</i>	10-198d(b)(1)
Sec. 5	<i>July 1, 2018</i>	10-198e
Sec. 6	<i>July 1, 2018</i>	2-53m(a)

**Statement of Legislative Commissioners:**

Section 1 was rewritten for clarity.

**ED**      *Joint Favorable Subst.*

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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.

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**OFA Fiscal Note**

**State Impact:** None

**Municipal Impact:**

<b>Municipalities</b>	<b>Effect</b>	<b>FY 19 \$</b>	<b>FY 20 \$</b>
Local and Regional School Districts	STATE MANDATE - Potential Cost	See Below	See Below
Various Municipalities	Revenue Gain/Loss	See Below	See Below

**Explanation**

**Section 1** may result in a potential minimal cost to local and regional school districts associated with twelve hours of professional development for school nurses who are first employed after July 1, 2018. The State Department of Education (SDE) will provide this training to districts at a cost of \$150 per school nurse, thus resulting in a cost to districts employing nurses who would require the professional development.

**Section 2** extends the grant eligibility to youth service bureaus that applied to receive a grant during FY 18. This results in a potential revenue increase to municipalities operating youth service bureaus that would not otherwise qualify for a grant. As the youth service bureau grant is administered within available appropriation, the grant is effectively capped. If more applicants applied in FY 18, then in FY 17, the \$14,000 minimum grant will be prorated accordingly. In FY 18, SDE was appropriated approximately \$2.5 million in youth service bureau grants.

**Section 3** could result in a cost of less than \$5,000 per district, by requiring all local and regional boards of education to include instruction related to the Safe Haven Act in their regular course of study. The costs are associated with the printing and distribution of materials, if a district opts not to use on-line resources. For many districts, using free, on-line, established resources will eliminate the costs. The potential costs will vary by the size of the district.

**Section 4** adds students with disabilities to the list of data subgroups that must be included in the chronic absenteeism and prevention plan. This does not result in a fiscal impact as SDE has the expertise and resources necessary.

**Section 5** requires SDE to identify effective truancy intervention models, which does not result in a fiscal impact as they have the necessary expertise to develop such models.

**Section 6** requires the Children's Committee annual report card to present data indicators according to disability, which is not anticipated to result in a fiscal impact, as SDE will be able to provide this information.

### ***The Out Years***

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

**OLR Bill Analysis****sHB 5446*****AN ACT CONCERNING MINOR REVISIONS AND ADDITIONS TO THE EDUCATION STATUTES.*****SUMMARY**

This bill makes the following changes in the education statutes:

1. beginning July 1, 2018, requires newly hired school nurses to complete 12 hours of professional development during their first year of employment by a local or regional board of education (§ 1);
2. extends youth service bureau grant eligibility to bureaus who applied for grants in FY 18 (§ 2);
3. adds Connecticut's "safe haven law" to the required public school program of instruction (see BACKGROUND) (§ 3);
4. requires school districts' chronic absenteeism prevention and intervention plans to include a way to collect and analyze data on student attendance, truancy, and chronic absenteeism for students with disabilities (§ 4);
5. requires SDE to identify effective truancy intervention models for local and regional boards of education that address the needs of students with disabilities and include them in a listing made available to the boards (§ 5); and
6. requires the Children's Committee's annual children's report card to present data indicators according to disability, in addition to other categories specified under current law (see BACKGROUND) (§ 6).



EFFECTIVE DATE: July 1, 2018

### **§ 1 — PROFESSIONAL DEVELOPMENT FOR SCHOOL NURSES**

Starting July 1, 2018, the bill requires a school nurse who initially qualifies under State Board of Education regulations to complete 12 hours of professional development during his or her first year of employment by a local or regional board of education. (It is unclear whether a school nurse would have to complete such training again if hired by a different board of education later in his or her career.) The bill requires SDE, in collaboration with the Association of School Nurses and the Connecticut Nurses' Association, to approve the professional development curriculum.

### **§ 2 — YOUTH SERVICE BUREAU GRANTS**

By law, the education commissioner must establish a youth service bureau grant program that, within available appropriations, awards \$14,000 grants to eligible bureaus that have applied for grants during designated fiscal years, with prior approval of their town's contribution. Towns must contribute an amount equal to the state grant amount of \$14,000.

The bill extends grant eligibility to bureaus that applied to receive grants during FY 18 with prior approval of their town's contribution. Current law limits eligibility to FY 17 applicants.

By law, youth service bureaus coordinate community-based services that provide prevention and intervention programs for delinquent, pre-delinquent, pregnant, parenting, and troubled youths referred to them by schools, police, and juvenile courts, among others.

### **§ 4 — CHRONIC ABSENTEEISM AND PREVENTION PLANS**

By law, SDE must develop a chronic absenteeism and prevention plan for use by local and regional school boards. The plan must include the means for collecting and analyzing data relating to student attendance, truancy, and chronic absenteeism. The data must be disaggregated by school district, school grade, and specified subgroups, such as race, ethnicity, and gender. The bill adds students

with disabilities to the list of data subgroups.

## § 5 — TRUANCY INTERVENTION MODELS

The bill requires SDE to identify effective truancy intervention models for local and regional boards of education that address the needs of students with disabilities. SDE must include them in a listing made available to boards of education by August 15, 2017 (a deadline that precedes this provision's effective date).

### BACKGROUND

#### *Children's Committee Annual Report Card*

By law, the Children's Committee must maintain an annual report card evaluating the progress of state policies and programs in promoting the result that all Connecticut children grow up in a stable living environment, safe, healthy, and ready to lead successful lives. Progress must be measured by primary indicators, such as statewide rates of child abuse, child poverty, low birth weight, and third grade reading proficiency. Each progress indicator presents data by ethnicity or race, gender, geography, and, where appropriate, age and other characteristics (CGS § 2-53m of the 2018 supplement).

#### *Safe Haven Law*

The safe haven law allows a parent or a parent's lawful agent to voluntarily give up custody of an infant, age 30 days or younger, to the nursing staff of an emergency room without being subject to arrest for abandonment. The law does not protect the parent from being arrested and criminally prosecuted if abuse or neglect has occurred (CGS §§ 17a-57 to 17a-61).

### COMMITTEE ACTION

Education Committee

Joint Favorable Substitute

Yea 35 Nay 0 (03/23/2018)