

# Bethel Board of Education Regular Meeting

Thursday, June 21, 2012 7:00 PM

Board of Education Conf. Room E, 1 School Street, PO Box 253, Bethel, CT 06801

## 1. Call to Order

1.A. Roll Call for Quorum

1.B. Pledge of Allegiance

## 2. Board Recognition/A Salute to Excellence

2.A. NAMM Foundation's Best Communities for Music Education

## 3. Administrative/Board Member Update

3.A. SB 458 - An Act Concerning Educational Reform **Speaker(s)**: Senator Toni Boucher

3.B. BHS Foreign Exchange Student **Speaker(s)**: Giulia Gotta

3.C. EMT Program **Speaker(s)**: Sherri Holmberg

## 4. Approval of Minutes

4.A. May 17, 2012

## 5. Correspondence

## 6. Audience Participation

## 7. Reports to the Board

7.A. Finance

7.A.1. 2012-2013 Tuition Rates

7.A.2. Budget Transfers

7.B. Personnel

7.B.1. Resignations/Appointments

## 8. Recommended Executive Session

8.A. CT General Statutes 1-210(b)(9) Negotiations

## 9. Adjourn

JOSEPH I. LIEBERMAN  
CONNECTICUT



UNITED STATES SENATE  
WASHINGTON, D. C. 20510

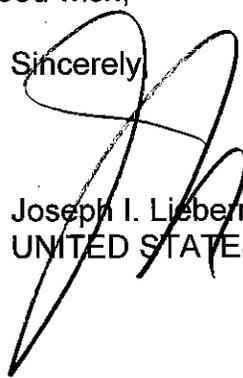
May 15, 2012

Dear Maureen DeBlois of Bethel Public Schools,

Congratulations on your recent recognition by the NAMM Foundation's Best Communities for Music Education program. This distinction is a testament to your unwavering devotion to high quality instruction and opportunities for music education. Your focus on providing Connecticut's youth with a creative outlet is truly admirable. This is an honor of which you should be proud.

With every good wish,

Sincerely,



Joseph I. Lieberman  
UNITED STATES SENATOR

**OLR Bill Analysis****SB 458*****Emergency Certification*****AN ACT CONCERNING EDUCATIONAL REFORM.****SUMMARY:**

This bill makes numerous revisions and changes in education statutes and programs affecting (1) early childhood education; (2) school and school district operations and funding; (3) teacher and school administrator qualifications, performance evaluation, tenure, and termination; (4) the duties and responsibilities of the State Department and State Board of Education; and (5) the governance and operation of the Connecticut Technical High School System

A section-by-section analysis appears below.

EFFECTIVE DATE: July 1, 2012, unless otherwise noted.

**§ 1—NEW SCHOOL READINESS PROGRAM SPACES**

For FY 13, the bill requires the State Department of Education (SDE) to provide funds to appropriate school districts to create the following new school readiness program spaces in those districts:

1. 500 in the 10 districts with the lowest district performance indices ("educational reform districts" - see § 34),
2. 250 in priority and former priority districts other than educational reform districts, and
3. 250 in school districts receiving competitive funding under the SDE's school readiness program ("competitive districts").

A "competitive school district" is one that (1) has a priority school or former priority school (i. e., a school where at least 40% of the school lunches served are free or reduced-price) or (2) is not a priority school district but whose town is one of the 50 poorest in the state when considering adjusted equalized grand net list, student population, and population.

EFFECTIVE DATE: Upon passage

**§ 2—EARLY CHILDHOOD EDUCATION FACILITY STUDY**

The bill allocates any unspent funds appropriated for 1,000 new school readiness spaces required in § 1 up to \$ 80,000 to the Connecticut Health and Educational Facilities Authority (CHEFA) to update its 2008 study of the space and facilities needed to provide universal

early childhood education for all three- and four-year-olds in the state. If CHEFA receives funding for the updated study, it must submit the updated study and any recommendations to the Education Committee by April 1, 2013.

EFFECTIVE DATE: Upon passage

### **§ 3—EARLY CHILDHOOD QUALITY RATING AND IMPROVEMENT SYSTEM**

By law, the state is planning to create a coordinated system of early care and education and child development by July 1, 2013. PA 11-181 required several steps to take place toward creating this system under a planning director in OPM appointed by the governor. The bill makes SDE, rather than the early childhood system, responsible for developing a quality rating and improvement system for home-, center-, and school-based early child care and learning. It requires the early childhood system to incorporate SDE's rating system.

### **§ 4—EARLY LITERACY PILOT EXTENSION**

Under PA 11-85, the education commissioner is authorized to (1) conduct a pilot study to promote best practices in early literacy and closing academic achievement gaps and (2) identify schools to participate in the study. The bill extends the pilot from the school year starting July 1, 2012 to the school year starting July 1, 2013.

It also extends the deadline for the commissioner to report on the pilot to the Education Committee from October 1, 2013 to October 1, 2014.

By law and unchanged by the bill, "achievement gaps" mean a significant disparity in the academic performance of students among and between (1) racial groups, (2) ethnic groups, (3) socioeconomic groups, (4) genders, and (5) English language learners and students whose primary language is English.

### **§ 5—NEW STATEWIDE READING ASSESSMENTS**

The bill requires SDE, by January 1, 2013, to develop or approve reading assessments that districts must use to identify K through third grade students who are reading deficient.

The bill requires the assessments to:

1. include frequent student screening and progress monitoring;
2. measure phonics, phonemic awareness, fluency, vocabulary, and comprehension;
3. allow for periodic formative assessment during the school year;
4. produce data that is useful for developing individual and classroom instruction;  
and
5. be compatible with best practices in reading instruction and research.

By February 1, 2013, the commissioner must submit the reading assessment to the Education Committee.

## **★ § 6—TEACHER READING EXAM**

Beginning July 1, 2014 and each following school year, the bill requires all certified employees (i. e., teachers and administrators) working in grades K through third grade to take a practices verions of an SBE-approved reading instruction exam. Each local and regional board of education shall annually report the results of such practice examination to the Department of Education.

## **§ 7—PROFESSIONAL DEVELOPMENT IN READING**

By July 1, 2013 the bill requires the education commissioner to establish a professional development program in reading instruction for teachers.

The program must:

1. count towards professional development requirements established under the bill (§ 38),
2. be based on student reading assessment data,
3. provide differentiated and intensified training in teacher reading instruction,
4. be used to identify mentor teachers who will train teachers in reading instruction,
5. outline how model classrooms will be established in schools for reading instruction; and
6. inform principals on how to evaluate classrooms and teacher performance in scientifically-based reading research and instruction, and
7. be job-embedded and local whenever possible.

The bill also requires the education commissioner to annually review the professional development required under the bill for teachers holding professional certificates with early childhood nursery through third grade or elementary school endorsements and holding jobs requiring such endorsements. The commissioner must assess whether the professional development meets state goals for student academic achievement through implementation of (1) the State Board of Education (SBE)-adopted common core standards, (2) research based interventions, and (3) the federal special education law (IDEA, 20 U.S.C. § 1400 et seq.). He must submit his review to the Education Committee.

## **§ 8—FAMILY RESOURCE CENTERS AND SCHOOL-BASED HEALTH CLINICS**

For the 2012-13 school year, the bill requires the education commissioner to establish (1) at least 10 new family resource centers and (2) at least 20 new or expanded school-based health clinics in alliance districts (the 30 lowest-performing districts).

By law, family resource centers are located in elementary schools and provide services including: (1) child care and school readiness for children age three and older who are not otherwise enrolled in school and (2) various services to parents of newborns, including parenting skills and educational services to parents who are interested in obtaining a high school diploma or general education diploma (GED).



### **§ 9—PHYSICAL EXERCISE REQUIREMENT FOR GRADES K-5**

The bill requires public schools to include a total of 20 minutes of physical exercise in each regular school day for students in kindergarten through grade five. Under current law, each public school that enrolls K-5 students must provide them with a physical exercise period of unspecified length as part of the regular school day.

### **§ 10—MUNICIPAL AID FOR NEW TEACHERS PROGRAM**

Starting with FY 14, the bill requires SDE, to establish a Municipal Aid for New Teachers (MANE) program, within available appropriations, to provide grants of up to \$ 200,000 to each of the 10 educational reform districts by March 1, annually (presumably beginning March 1, 2014). The districts must use the MANE grants to hire five seniors per year who are graduating in the top 10% of their classes from teacher preparation programs at Connecticut colleges and universities.

### **§ 11—SCHOOL DISTRICT COST-SAVING GRANTS**

The bill allows the education commissioner, within available appropriations, to provide grants to support school districts in developing plans to implement significant cost savings while maintaining or improving educational quality. The grants must be for technical assistance and regional cooperation.

### **§ 12—OPEN CHOICE PROGRAM INCENTIVE FOR LARGER DISTRICTS**

The bill provides an additional incentive for larger school districts to increase their enrollment of out-of-district students under the Open Choice interdistrict public school attendance program. It does so by giving districts with more than 4,000 students the highest state Open Choice grant (\$ 6,000 for each out-of-district student) if the education commissioner determines they have increased their Open Choice enrollment by at least 50% on October 1, 2012. Under current law, receiving districts qualify for the \$ 6,000-per-student grant only if the number of out-of-district students they enroll equals or exceeds 3% of their total enrollment.

### **§ 13—EXEMPLARY SCHOOLS**

The bill allows SDE to publicly recognize exemplary schools and promote their best practices.

### **§ 14—DISSEMINATING INFORMATION ON SCHOOL OPTIONS**

Under current law, each local or regional board of education must provide its students full access to technical high schools, regional vo-ag centers, interdistrict magnet schools, charter schools, and interdistrict student programs for recruitment purposes (other than recruiting for interscholastic athletic competition). The bill also requires each board of education to post information about these school options, as well as about alternative high schools, on its website.

### **§ 15 & 16—UNIFORM SYSTEM OF ACCOUNTING AND CHART OF ACCOUNTS**

This bill requires SDE to develop and implement a uniform system of accounting for school revenues and expenditures that includes a chart of accounts for use at the school and school district level. The chart of accounts must include (1) all amounts and sources of revenue that a board of education, regional education service center (RESC), charter school, or charter management organization receives and (2) cash or real property donations to a school district or school totaling an aggregate of \$ 500 or more. The bill also requires SDE to impose "select measures," which the bill allows SDE to define, on individual schools.

Starting with FY 15, the bill requires each board of education, regional education service center (RESC), and state charter school to implement the system by filing annual financial reports using a chart of accounts that meets the requirements of an existing statute requiring boards of education to (1) annually submit receipts, expenditures, and statistics to the education commissioner and (2) have the information certified by an independent public accountant selected to audit municipal accounts. The existing law imposes penalties of between \$ 1,000 and \$ 10,000 for failing to submit the information on time (CGS § 10-227).

The bill permits the Office of Policy and Management (OPM) to annually audit the annual financial reports for any board of education, RESC, or state charter school.

The bill also requires SDE to (1) make the chart of accounts available on its website and (2) submit the chart of accounts to the Education and Appropriations committees by July 1, 2013.

It also makes a conforming change by deleting an existing provision that requires the education commissioner to develop a financial information system for boards of education to provide the state with budget and year-end expenditure data (CGS § 10-222(b)).

EFFECTIVE DATE: Upon passage

### **§ 17—STUDY OF SMALL DISTRICT ISSUES**

The bill requires SDE to study issues related to districts with fewer than 1,000 students ("small districts"). The department must consider:

1. financial disincentives, such as a small district reduction percentage (see below), for small districts whose per-pupil costs exceed the state average for the prior year;
2. financial incentives for such districts to consolidate;

3. the \$100-per-student ECS grant regional bonus as well as the effect of other state reimbursement bonuses for regional districts and cooperative arrangements; and
4. the ECS minimum budget requirement.

The bill defines per-student cost as a district's net current expenditures divided by its average student membership (student count) as of October 1. Likewise, the state per-student average cost is the sum of the net current expenditures of all local and regional school districts divided by the sum of their average student memberships as of October 1.

It defines a "small district reduction percentage" as a reduction in state education funding starting at 10% for the first year a district is 10% or more above the state per-student average cost. This reduction increases by an additional 10 percentage points each year for up to a total of five years for a maximum reduction of 50% if the district continues to spend at least 10% more than the state per-pupil average cost.

SDE must report the findings and recommendations of its study to the Education Committee by January 1, 2013.

EFFECTIVE DATE: Upon passage

### **§ 18—SCHOOL PERFORMANCE INDICES, ACTIONS REGARDING LOW-ACHIEVING SCHOOLS, AND RECONSTITUTION OF LOCAL BOARDS OF EDUCATION**

The bill (1) revamps the education accountability law regarding identifying school districts in need of improvement and (2) creates new categories of schools based on student performance on statewide mastery tests in order to take action to improve academic achievement. In order to separate the schools into five categories, the bill creates a school performance index (SPI) ranking system.

The bill also modifies the law regarding reconstitution of boards of education in low-performing school districts, including establishing a method of notifying local officials of the start and conclusion of reconstitutions.

#### ***School Districts in Need of Improvement, Low-Performing Schools, and Focus Schools***

Under the current education accountability law, the education commissioner identifies school districts and individual schools "in need of improvement" in the statewide education accountability plan. The designation "in need of improvement" is based on federal No Child Left Behind (NCLB) Act provisions that require school districts and schools to make adequate yearly progress toward proficient student performance on required tests.

Under the bill, the accountability plan is instead called the performance management and support plan, which must be consistent with federal law and regulation. As part of the plan, the bill requires SDE to:

1. continue to identify districts in need of improvement;

2. classify schools in five performance categories with category one representing the highest and category five the lowest based on SPI and other factors; and
3. designate as focus schools those with identifiable low-performing student subgroups using measures of student academic achievement and growth for subgroups in the aggregate or over time, but not after June 30, 2014. (Subgroups are defined in NCLB as groups who have historically underperformed academically when compared to all students. They may include racial groups, English language learners, those eligible for free or reduced lunch, or students with disabilities.)



**School Performance Index** — Demographic divide



The bill creates a measurement called the SPI to gauge how schools perform on statewide mastery tests in math, reading, writing, and science. It also allows the SBE to authorize an alternative version of the index for grade levels above elementary, but does not specify how this how this alternative version varies from the SPI in the bill.

It prescribes (1) how SPIs are calculated for each school and (2) subject-specific SPIs. The school SPI is used to place each school in one of five categories. The bill applies different state responses and interventions to schools depending upon their category.

**Calculating the SPI.** A school's SPI is its students' weighted performance on the statewide mastery tests in reading, writing, and mathematics given in grades three through eight and 10, and science in grades five, eight, and 10. By law, public school students are required to take the tests in these grades. It divides students into five groups based on the five levels of mastery test scores: below basic (the lowest score), basic, proficient, goal, and advanced. But it does not indicate how much weight applies to each level.

Under the bill, the test score data used for the index is either (1) the data of record on the December 31<sup>st</sup> following the tests or (2) that data as adjusted by the SDE according to a board of education's request for an adjustment filed with SDE by the November 30<sup>th</sup> following the tests.

**Categories One Through Five.** Under the bill, the performance management and support plan must state the performance factors used to determine what category each school falls into. The factors may include:

1. the SPI,
2. change in SPI over time,
3. student achievement growth measured by standardized assessments, and
4. high school graduation and dropout rates overall and for subgroups of students.

The bill establishes the five categories as described in Table 1.

**Table 1: School Categories Under the Performance Management and Support Plan**

<b>Category</b>	<b>School Description</b>
5	Ranked having the lowest performance as indicated by factors in that may include SPI, change in SPI over time, student achievement growth, and high school graduation and dropout rates overall and for subgroups of students
4	Ranked having the lowest performance other than Category 5 schools based on factors that may include the four factors listed above for Category 5
3	Ranked having performance higher than category 4 and 5 but lower than 1 and 2 based on the same factors listed above.
2	Ranked having performance higher than category 3, 4 and 5 but lower than 1 based on the same factors listed above
1	Ranked having the highest performance of any schools based on the same factors listed above

**Category Three Schools.** The bill allows SDE to impose certain requirements on category three schools. The department may (1) require the schools to develop and implement plans consistent with the bill and federal law to elevate them from a low-achieving status and (2) impose on them any of the actions contained in the statewide performance management and support plan.

SDE may also require the local or regional board of education for a category three school to collaborate with the appropriate RESC to develop plans to ensure the school provides:

1. early education opportunities;
2. summer school;
3. extended school day or year programming;
4. weekend classes;
5. tutors; or
6. professional development to its administrators, principals, teachers, and paraprofessional aides.

The commissioner can limit such programs to (1) the student subgroup that has failed to reach performance benchmarks or (2) those in transitional or milestone grades or those who are otherwise at substantial risk of educational failure.

### ***Transition to New Plan***

The bill creates a transition period for the SBE to switch the identified schools and districts from the accountability plan under current law, which the bill would continue until June 30, 2012, and the new statewide management and support plan prepared under the bill.

The schools and districts currently identified as in need of improvement under the accountability plan:

1. continue under that plan through June 30, 2012;
2. are monitored by SDE, beginning in July 2012, to determine if student achievement for the schools and districts is at an acceptable level, as defined in the bill's new statewide performance management and support plan;
3. are evaluated by the local or regional board of education by July 1, 2012 to determine whether they are making adequate yearly progress;
4. are subject to the state-wide performance management and support plan if they fail to make adequate yearly progress;
5. are subject to rewards and consequences as defined in the management and support plan; and
6. continue to be eligible for available federal or state aid.

### ***Low-Achieving Schools and Districts***

By law, districts in need of improvement are one group and low-achieving school districts are a subset of that group. By law and unchanged by the bill, a school or district in need of improvement that requires corrective action under the federal NCLB law is designated a low-achieving school or district that is subject to intensified SBE supervision and direction.

The bill also designates category four and five schools and focus schools as low-achieving schools and requires the SBE to intensively supervise and direct them. Consequently, it extends an existing statutory list of required SBE actions for low-achieving schools or districts to category four and five schools and focus schools. By law, for low-achieving schools and districts, and under the bill for category four and five schools and focus schools, the SBE must take any of the actions from the list to improve student performance of a school or district or of a student subgroup to remove the school or district from the low-achieving list.

SBE may:

1. require operational and instructional audits;
2. direct the district to implement an achievement plan that addresses the deficits found in the instructional audit;
3. require the local board to use state and federal funds for critical needs as directed by SBE;
4. provide incentives to attract high quality teachers and principals;
5. direct the transfer and assignment of teachers and principals;
6. require the local board to implement a model curriculum;
7. identify schools to be reconstituted as state or local charter or, innovation schools, or other models for school improvement or for management by an entity other than the local or regional board of education for that school;
8. establish learning academies within the schools that require continuous monitoring of student achievement, and crafting of achievement plans; and
9. provide funding for students in the low-achieving district to attend school in a neighboring district with higher achievement levels.

By law many of the possible SBE actions (including numbers 2, 4, 5, 7 and 8 from the list above) must be carried out according to the Teacher Negotiation Act (CGS §§ 10-153a to 153n).

The bill gives SBE the additional options to:

1. require the appointment of a superintendent, approved by the education commissioner or
2. require the appointment of a special master, selected by the commissioner, with the same authority as the Windham special master (PA 11-61, § 138) and whose term must be for one fiscal year, unless SBE extends it.

The authority under the Windham special master law includes:

1. a requirement that SBE require the school board to ask the union representing a school district bargaining unit to reopen an existing contract for the sole purpose of revising employment conditions to implement the district's improvement plan and
2. an expedited arbitration process if the parties fail to agree to one or more issues related to implementing the improvement plan.

***Comptroller's Authority to Withhold ECS Grant Funds Repealed***

The bill eliminates a requirement that the comptroller withhold ECS grant money from a town that otherwise is required to appropriate the funds to its board of education because of the school district's low academic achievement. (Section 34 of the bill gives the comptroller similar authority for withholding funds from towns that are designated alliance districts under the bill.)

### ***School Governance Councils***

The bill removes the law regarding school governance councils from CGS § 10-223e and moves it, with some changes, to a new section of the bill (see § 23).

### ***Reconstituted School Boards***

The bill makes several changes to the law regarding reconstituting local boards of education for low-achieving school districts. The changes involve notice to local officials regarding the electoral process when a reconstitution starts and when it concludes.

By law, SBE may authorize the commissioner to reconstitute a local board of education in a low-achieving district. The bill requires the electoral process regarding the board to be suspended for the period of reconstitution (by law, an initial three years with the option to extend for an additional two). The bill defines the electoral process to include (1) candidate nominations by political parties, (2) nominating petitions, (3) write-in candidacies, and (4) filling board vacancies.

Upon terminating a local or regional board under the existing law, the bill requires the commissioner to notify the:

1. town clerk in the school district, or clerk of each member town in the case of a regional board of education; and
2. secretary of the state (SOTS).

The termination notice must include the termination date and the positions terminated.

The bill requires the commissioner to decide whether he will extend the life of a reconstituted board by two years at least 180 days before the three-year terms ends.

When a reconstituted board is reaching its conclusion, the bill requires the commissioner to notify the town clerk or clerks, as appropriate, and the SOTS at least 175 days before the reconstituted board's term ends. When the SOTS receives the notice, the electoral process begins according to municipal election law. If the notice is delivered before the time specified in law for party nominations for municipal offices, the office can be placed, with the approval of the local legislative body, on the ballot of a regular fall election.

EFFECTIVE DATE: Upon passage

## **§ 19—COMMISSIONER'S NETWORK SCHOOLS**

The bill establishes the education commissioner's network of schools to improve the student academic achievement in low-performing schools and establishes steps the commissioner, district turnaround committees, and local and regional boards of education must take regarding the network. On or before July 1, 2014, the commissioner must select up to 25 schools that have been classified as a category four or a category five school pursuant to § 18 of the bill to participate in the network.

He must also follow the following criteria the bill establishes:

1. give preference for selection in the network schools (a) that volunteer to participate in the network, provided the board of education for the school and the school district unions mutually agree to participate, or (b) the existing union agreements for teachers and administrators will expire in the school year in which a turnaround plan will be implemented, and
2. must not select more than two schools from a single school district in a single school year and must not select more than four in total from a single district.

Schools must be in the network for between three and five years and the bill details steps take must be taken before a school can leave the network.

The commissioner must provide funding, technical assistance and operational support to schools participating in the commissioner's network of schools and may provide financial support to teachers and administrators working at a school that is participating in the commissioner's network of schools. The State Board of Education (SBE) must pay all costs attributable to developing and implementing a turnaround plan in excess of the ordinary operating expenses for the school.

Each school selected for the network must begin implementation of a turnaround plan, as described in the bill, not later than the school year commencing July 1, 2014.

The bill details (1) numerous steps regarding establishing a turnaround committee for each district to develop turnaround plans for network schools, (2) how those plans are approved and implemented, (3) limits on the number non-profit private entities that may manage network schools, (4) the transition out of the network, and (5) reporting requirements for commissioner regarding the network

### **§ 19 (b) – Turnaround Committee**

Once a school is selected by the commissioner, that school's local or regional board of education must establish a turnaround committee for the school district. The turnaround committee must consist of the following members:

1. the board appoints two members, one of whom must be an administrator employed by the board and one of whom must be the parent or guardian of a student enrolled in the school district;

2. the teachers union appoints three members, at least two of whom must be teachers employed by the board and at least one of whom must be the parent or guardian of a student enrolled in the school district; and
3. the commissioner, or his designee.

The district superintendent, or his or her designee, is a nonvoting ex-officio member and serves as the chairperson of the turnaround committee.

The turnaround committee, in consultation with the school governance council for a network school selected must

1. assist SDE in conducting the operations and instructional audit required under this section (see below),
2. develop a turnaround plan for the school in accordance with this section (see below) and guidelines issued by the commissioner, and
3. monitor the implementation of such turnaround plan.

The commissioner's guidelines must include annual deadlines for turnaround plan submission and annual deadlines for approval or rejection of turnaround plans.

#### **§ 19 (c) — Network School Audit and Inventory**

The bill requires SDE to conduct an operations and instructional audit of each school selected to participate in the commissioner's network. SDE must conduct the audit following the establishment of a turnaround committee and in consultation with the school's (1) local or regional board of education, (2) governance council, and (3) turnaround committee. The audit must be conducted pursuant to SDE guidelines and determine the extent to which the school:

1. has established a strong family and community connection;
2. has a positive environment, evidenced by (a) a culture of high expectations, (b) a safe and orderly workplace, and (c) other nonacademic factors that impact student achievement, such as students' social, emotional, arts, cultural, recreational, and health needs;
3. has effective leadership, evidenced by the principal's (a) performance appraisals, (b) track record in improving student achievement, (c) ability to lead turnaround efforts, and (d) managerial skills and authority in scheduling, staff management, curriculum implementation, and budgeting;
4. has effective teachers and support staff, evidenced by (a) performance evaluations, (b) policies to (i) retain effective staff and those who have the ability to be successful in the turnaround effort and (ii) prevent ineffective teachers from transferring to the

- schools, and (c) job-embedded, ongoing professional development informed by teacher evaluation and support programs tied to teacher and student needs;
5. uses time effectively, evidenced by redesigning the school day, week, or year to include additional student learning and teacher collaboration time;
  6. has a curriculum and instructional program that is (a) based on student needs, (b) research-based, (c) rigorous, (d) aligned with state academic content standards, and (e) serves all children and achievement levels;
  7. uses evidence for continuous improvement and informed decision-making, including providing time for collaboration on the use of data.

The audit must be informed by an inventory of:

1. before-and after- school programs;
2. school-based health centers, family resource centers, or other community services offered at the school, including social services, mental health services, and parenting support programs;
3. the implementation of scientific research-based interventions and resources for such interventions during the school year and summer school programs;
4. resources for gifted and talented students;
5. the length of the school day and year and summer school programs;
6. an alternative high school, if any;
7. the number of teachers employed and the number who have left in each of the previous three school years;
8. student mobility, including the number of enrolled students who have left the school;
9. several student-related statistics, including the number of students (a) whose primary language is not English, (b) receiving special education services, (c) who are truants, (d) eligible for free or reduced price lunches, and (e) eligible HUSKY Part A;
10. the school's curricula, including (a) the reading curricula and programs, if any, for grades K-3, (b) arts and music programs, and (c) physical education programs and periods for recess and physical activity;
11. the number of school psychologists and social workers and their respective ratios to the number of students;

12. teacher and administrator performance evaluation programs, including (a) the evaluations' frequency, (b) how they are conducted and by whom, (c) the standards for performance ratings and follow-up and remediation plans, (d) aggregate results of teacher performance evaluation ratings, and (e) any other available measures of teacher effectiveness;
13. professional development activities and programs;
14. access to technology inside and outside the classroom by teachers and students;
15. student access to and enrollment in mastery test preparation programs;
16. availability of textbooks, learning materials, and other supplies;
17. student demographics, including race, gender, and ethnicity;
18. kindergarten students' chronic absenteeism, evidenced by being absent on more than 10% of school days; and
19. an examination of the existing school improvement plan to determine why those efforts did not result in significant improvement of student achievement and must identify the governance, legal, operational, staffing or resource constraints that should be addressed, modified, or removed for the school to succeed.

**§ 19 (d) — Turnaround Plan**

The bill requires the turnaround committee to develop a turnaround plan for such school after the operations and instructional audit is completed.

The turnaround plan must:

1. include a description of how such turnaround plan will improve student academic achievement in the school,
2. address deficiencies identified in the operations and instructional audit, and
3. utilize one of the turnaround models provided in the bill.

The model options are:

1. CommPACT school (section 10-74g),
2. Social development model,
3. RESC management or governance
4. school reorganization model with themed academies, required block scheduling for math and literacy, and frequent student assessments (section 10-74f),

5. Model developed by turnaround committee the uses best practices with proven record used at public schools, interdistrict magnet schools and charter schools or collected by the commissioner according to this section

6. Model adopted in consultation with commissioner or by commissioner using a private non-profit educational management organization according to the limitations below.

The turnaround plan may include proposals changing the hours and schedules of teachers and administrators at such school, the length and schedule of the school day, the length and calendar of the school year, the amount of time teachers must be present in the school beyond the regular school day and the hiring or reassignment of teachers or administrators at such school.

If a turnaround committee does not develop a turnaround plan, or if the commissioner determines that a turnaround plan developed by a turnaround committee is deficient, the commissioner may develop a turnaround plan for the school in accordance with this section. When the commissioner develops a plan, he may appoint a special master to implement it.

The turnaround plan must direct all resources and funding to programs and services delivered at the school for the educational benefit of the students enrolled there and be transparent and accountable to the local community. SBE must approve the turnaround plan developed by a turnaround committee before a school may implement it.

For the school year beginning July 1, 2012, the commissioner will develop one turnaround plan for a school selected to participate in the network. The turnaround plan must be implemented for the school year commencing July 1, 2012 and may assign the management, administration or governance of the school to an approved not-for-profit educational management organization (as defined below in the bill), and shall negotiate matters relating to such turnaround plan in accordance with the provisions § 20 of the bill relating to circumstances when a turnaround committee fails to reach consensus or the commissioner develops the turnaround plan.

The school governance council for each turnaround school may recommend a turnaround model to the turnaround committee for the council's school (low achieving schools are required by law to have councils). The council can choose from model 1 through 5 on the list above. The turnaround committee may accept the recommendation or may choose a different turnaround model to include in the plan.

#### **§ 19 (e) – Limits on Assigning Control to Non-Profit Management**

The bill defines "approved not-for-profit educational management organization" and places limits on how many network schools these management organizations can be selected to operate.

The commissioner cannot permit more than one turnaround committee to choose a management organization to manage, administer or govern a network school for the school

year beginning July 1, 2012. He cannot permit more than five total committees to select a management organization for the school years beginning July 1, 2013, or July 1, 2014. Also the commissioner may not permit more than three to be chosen for a single year.

The turnaround plan shall not assign the management, administration or governance of such school to a (1) for-profit corporation, or (2) a private not-for-profit organization unless it is a college or university or an approved not-for-profit education management organization, as defined and approved under the bill. The bill prohibits the commissioner from allowing a turnaround committee to assign the management, administration or governance of such school to a for-profit corporation.

An "approved not-for-profit educational management organization" is defined as a not-for-profit organization that is exempt from taxation under Section 501(c)(3) of the Internal Revenue Code of 1986, or any subsequent corresponding internal revenue code of the United States, as from time to time amended, that (1) operates a state charter school located in the state that has a record of student academic success for students enrolled in such state charter school, or (2) is located out-of-state and has experience and a record of success in reconstituting schools or improving student achievement for low income or low performing students without changing the enrollment practices and student population demographics of a school and respecting existing contracts of employees of the school.

#### **§ 19 (f) — Partnering to Compile Best Practices**

The bill permits the commissioner to partner with any public or private college or university in the state for up to a year to assist SDE in collecting, compiling and replicating strategies, methods and best practices that have been proven to be effective in improving student academic performance in public schools, interdistrict magnet schools and charter schools.

The commissioner must make these strategies, methods, and best practices available to local and regional boards of education and turnaround committees for use in developing a turnaround model and in implementing a school's turnaround plan.

#### **§ 19 (g) — Collective Bargaining, Contract Modifications and Election to Work Agreements**

Nothing in the network provisions will alter the union agreements applicable to the administrators and teachers employed by the local board of education, subject to the Teachers Negotiations Act (TNA) and the agreements must be considered to be in operation at schools participating in the commissioner's network of schools, except to the extent the provisions are modified by (1) any memorandum of understanding between the board of education and the administrators or teachers union or (2) a turnaround plan, including, but not limited to, an election to work agreement pursuant to the turnaround plan for the school and negotiated in accordance with the provisions of section 20 of the bill.

#### **§ 19 (h) — Transition Out of the Network**

Each school participates in the network for at least three years with the option of up to two one year extensions. The commissioner will evaluate schools prior to the end of year three to determine whether the school is ready to exit the network. In determining whether a school may exit the network, the commissioner must consider whether the local or regional board of education has the capacity to ensure that the school will maintain or improve its student academic performance.

If school is determined to be ready to exit, the local school board, in consultation with the commissioner, must develop a plan for transition back to local control and the SBE must approve the plan.

If such school is not ready to exit the network it must participate in the commissioner's network of schools for an additional year, and the commissioner must conduct an evaluation of the school. Before the end of the fifth year that a school is in the network, he must develop, in consultation with the local or regional board of education for the school, a plan, subject to SBE approval, for the transition of the school back to full control by the local or regional board of education.

#### **§ 19 (i) — Audit Due from Commissioner**

The bill requires the education commissioner to submit a network school's operations and instructional audit and turnaround plan to the legislature's Education Committee no later than 30 days after SBE approves the plan.

#### **§ 19 (j) — Reporting Requirements**

The bill imposes numerous reporting requirements, including that the commissioner must submit annual network school academic performance reports to the Education and Appropriations committees. He must also submit a final report for each school when it exits the network.

By January 1, 2020, commissioner must submit to Education Committee a report on the network schools' effect on student achievement and recommend whether the network should continue.

EFFECTIVE DATE: Upon passage

#### **§ 20—COLLECTIVE BARGAINING AND TURNAROUND PLANS**

The bill requires the local school board and the teachers or administrators' union to negotiate on any matters in an approved turnaround plan or a plan developed by the commissioner that conflict with provisions of an existing union contract.

It sets out two detailed tracks for these negotiations, one for turnaround plans agreed to at the local level and approved by SBE and another when (1) there is no consensus on the local plan, (2) the commissioner deems a the local plan deficient, or (3) no local plan is developed. For the track regarding non-consensus or no sufficient paln, a bargaining referee must

determine whether the matters that conflict with the existing agreement are to be negotiated under existing bargaining parameters or through impact bargaining.

Under either track, if negotiations reach impasse, then an expedited arbitration process is used and any arbitration decision is final and binding.

### ***Consensus Plan Track***

When the members of the turnaround reach consensus on a plan and SBE approves it, the affected unions and the school board for the network school must negotiate with respect to salary, hours, and other conditions of employment any matter in the turnaround plan that conflicts with an existing union agreement. The negotiations must be completed no later than 30 days from the date when consensus is reached by the turnaround committee.

Any agreement reached by the parties through negotiations under this section must be submitted for approval by the union members and is ratified upon a majority vote of the members. Upon such ratification, such turnaround plan must be implemented at such school.

If (1) the parties reach an impasse on one or more issues or (2) the members of the union fails to ratify the proposed agreement, then the parties must proceed to the expedited arbitration process described in this section (see below). The decision resulting from the expedited arbitration is final and binding and included in the turnaround plan. The turnaround plan must then be implemented at the school.

### ***Non-Consensus, No Plan, or Deficient Plan Track***

When there is no consensus on the local plan, the commissioner deems the local plan deficient, or no local plan is developed the commissioner, in consultation with teachers and parents of the school, must develop a plan.

The bill establishes a process for these plans when the school board and the unions agree on all components of the commissioner's plan or they disagree on all or certain components of it.

If the board of education and the union agree on (1) all components or (2) certain components of the turnaround plan, the board and the union must negotiate only the financial impact of the agreed upon components of the plan for those matters that conflicts with an existing union contract. The negotiations must be completed no later than 30 days from the date when consensus is reached by the turnaround committee.

Any agreement reached by the parties through negotiations must be submitted for approval by the union members and is ratified upon a majority vote of the members. Upon such ratification, such turnaround plan components must be implemented at such school.

If the parties reach impasse in negotiations or the proposed agreement is not ratified, the parties proceed to the expedited arbitration process described in this section. The decision resulting from such expedited arbitration is final and binding and included in the

turnaround plan. Such components of the turnaround plan must then be implemented at such school.

If the board of education and the union agree on do not agree on (1) all components of the turnaround plan or (2) certain components of such turnaround plan, the parties shall jointly select a turnaround plan referee from the list created under the bill (see section 21).

The turnaround plan referee must determine what type of negotiations apply to the components where there is no agreement. If the components are deemed to be significantly different from what is comparable to a public school with a record of academic success, then the components will be subject to bargaining that includes salaries, hours, and conditions of employment. If the components are deemed to be comparable to a public school with a record of academic success, then the components are only subject to financial impact bargaining.

Under either full or impact bargaining, the negotiations must be completed not later than 30 days from the date when the agreement is reached by the turnaround committee.

Any agreement reached by the parties through negotiations must be submitted for approval by the union members and is ratified upon a majority vote of the members. Upon such ratification, such turnaround plan components must be implemented at such school.

If the parties reach impasse in negotiations or the proposed agreement is not ratified, the parties proceed to the expedited arbitration process described in this section. The decision resulting from such expedited arbitration is final and binding and included in the turnaround plan. Such components of the turnaround plan must then be implemented at such school.

### ***Impasse in Either Track***

No later than five days after the date the parties reach impasse on one or more issues or the union fails to ratify an agreement, the parties must select a single impartial arbitrator in accordance with the provisions of Teachers Negotiations Act. No later than 10 days after the arbitrator's selection, he or she must hold a hearing in the town that the school is located. At the hearing, the parties must submit to the arbitrator their respective positions on each individual issue in dispute between them in the form of a last best offer. The commissioner or his designee must have an opportunity to make a presentation at the hearing. Not later than 20 days following the close of the hearing, the arbitrator must render a decision, in writing, that he or she signs, which states in detail the nature of the decision and the disposition of the issues.

The arbitrator must give the highest priority to the educational interests of the state, pursuant state law, as such interests relate to the children enrolled in the school in arriving at a decision and must consider other factors as described in the TNA, in light of the educational interests. The decision is final and binding and included in the turnaround plan. The turnaround plan must then be implemented at the school.

EFFECTIVE DATE: Upon passage

### **§ 21 — TURNAROUND PLAN REFEREES**

The bill requires the education commissioner, by July 1, 2012, to create a list of five turnaround plan referees to be used by local or regional boards of education for commissioner's network schools and their employee bargaining units in negotiating matters in turnaround plans that conflict with existing collective bargaining agreements. The referees must (1) have expertise in education policy and school operations and administration and (2) be mutually agreed upon by the education commissioner and the unions representing teachers and administrators. .

EFFECTIVE DATE: Upon passage

### **§ 22 — NONPROFIT EDUCATIONAL MANAGEMENT ORGANIZATION REQUIREMENTS**

The bill requires a nonprofit educational management organization that manages, administers, or governs a commissioner's network school implanting a turnaround plan to annually submit to the education commissioner a report on the school's operations. The organization must make the report publicly available, and it must include:

1. students' educational progress;
2. the financial relationship between the management organization and the school, including a certified audit statement of all revenues from public and private sources and expenditures;
3. the time devoted to the school by the management organization's employees and consultants;
4. best practices used by the organization at the school that contribute significantly to students' academic success;
5. student and teacher attrition rates; and
6. the organization's annual revenues and expenditures for the school.

The reporting requirement must be included in each contract between the organization and the school's local or regional board of education. The contract must also state the organization's services and fees and outline the circumstances in which the board may terminate the contract.

The bill requires the management organization to continue the school's enrollment policies and practices that were in effect before entering into the commissioner's network. It specifies that the organization is not the employer of the school's principal, administrators, or teachers.

### **§ 23—SCHOOL GOVERNANCE COUNCILS**

The bill makes changes to the law regarding school governance councils.

The law (1) requires boards of education that have jurisdiction over schools designated as low-achieving to establish a school governance council for each such school and (2) allows boards with schools designated as "in need of improvement" to create them. The law also makes exceptions to the requirement for (1) schools with only one grade and (2) governance councils that were already in place when the governance council law was enacted, if they involve teachers, parents, and others.

After July 1, 2012, the bill requires all school boards that have category four and five schools to establish councils for each of those schools.

By law, the councils must consist of seven parents or guardians of students, two community leaders within the school district, five teachers who teach in the school, and one nonvoting member who is the principal or his or her designee. Councils for high schools must also have two nonvoting student members.

The councils have a number of responsibilities named in statute including analyzing school achievement data, participating in hiring the principal and other administrators, and developing and approving a written parent involvement policy. A council may also recommend that a school be reconstituted and this recommendation sets off a series of statutorily required steps.

The bill makes numerous conforming and technical changes.

### **§§ 24-28—ACCOUNTABILITY LAW, SCHOOL GOVERNANCE COUNCILS**

These sections make conforming and technical changes.

### **§§ 29-31—STATE AND LOCAL CHARTER SCHOOL FUNDING**

#### ***Grant to State Charter Schools***

The bill increases the state's annual per-student grant to state charter schools over three years from \$ 9,400 to \$11,500. It increases the grant from \$ 9,400 to \$10,500 for FY 13, \$11,000 for FY 14, and \$11,500 for FY 15 and subsequent fiscal years.

#### ***Local Charter Schools***

**State Grants.** Starting in FY 14, the bill allows SBE, within available appropriations, to approve (1) operating grants of up to \$ 3,000 per student and (2) grants of up to \$ 500,000 for startup costs for local charter schools to be established on or after July 1, 2012. The grants are payable only if the board of education for the charter school and the union representing the board's certified employees mutually agree on staffing flexibility in the school and the SBE approves the agreement.

To be eligible for an operating or startup grant, SBE must determine that the applicant has:

1. high-quality, feasible strategies for, or a record of success in, serving educationally needy students, i. e., those who (a) have a history of low academic performance or behavioral or social difficulties, (b) receive free or reduced-price school lunches, (c) are eligible for special education, or (d) are English language learners (ELLs); or
2. a high-quality, feasible plan for, or a record of success in, turning around existing schools that have consistently substandard student performance.

The eligible charter school must (1) apply to SBE for the grant as the board prescribes and (2) if it receives a grant, file reports and financial statements the education commissioner requires. SDE may (1) redistribute unspent funds appropriated for startup grants for the same purposes in the next fiscal year and (2) develop needed criteria and guidelines to administer the grants.

***District Contribution.*** Under current law, the school board of a local charter school student's home district must pay the school's fiscal authority the per-student amount specified in the school's charter. The payment must include reasonable special education costs for a student requiring special education. The bill also requires the board's support to at least equal its per-pupil cost for the prior fiscal year, minus any per-pupil special education costs paid by a student's home district, multiplied by the number of students attending the school in the current fiscal year.

The bill defines the district's per-pupil cost as its net current expenditures for education divided by the number of public school students enrolled at the board's expense as of October 1<sup>st</sup> or the immediately preceding full school day, plus the number of students who attended full-time summer school sessions at district expense in the preceding summer.

The district's "net current expenditures" are its total education spending excluding (1) student transportation, (2) capital costs supported by school construction grants and debt service, (3) adult education, (4) health services for private school students, (5) tuition, (6) income from federal- and state-aided school meal programs, and (7) fees for student activities.

### ***State Grants to Charter Schools To Be Paid Through Towns***

The bill requires the state to pay grants for state and local charter schools to the town where each school is located as an addition to the town's ECS grant. It requires towns to pay the amounts the education commissioner must designate to each charter school's fiscal authority.

The state grants covered by these payment provisions are the:

1. per-student grants of (a) \$10,500 to state charter schools and (b) up to \$ 3,000 for qualifying new local charter schools and

2. startup grants of up to (a) \$ 25,000 for new state charter schools that help the state meet the desegregation goals of the 2008 *Sheff* settlement agreement and (b) \$ 500,000 for qualifying new local charter schools.

To accommodate payments through towns, the bill requires the state to pay the charter school per-student amounts to towns according to the following schedule: (1) 25% by July 1 and September 1 based on estimated charter school student enrollment on May 1, and (2) 25% by January 1 and the remainder by April 15<sup>th</sup> based on the school's actual enrollment as of October 1. Towns must in turn pay the charter schools (1) 25% of the required amounts by July 15 and September 15, (2) 25% by January 15, and (3) the remainder by April 15.

The bill also requires towns to pay \$ 500,000 startup grants to local charter schools by July 15<sup>th</sup>.

## **§ 32—APPROVAL OF NEW CHARTER SCHOOLS**

### ***New Charter Schools***

By law, SBE must review and approve all applications for local and state charter schools. The local school district where the school will be located must also approve the charter for a local charter school.

Starting July 1, 2012, the bill allows SBE to grant new state and local charters only to schools located in towns that, at the time of the application, have (1) at least one school participating in the commissioner's network or (2) a school district designated as low-achieving. Current law does not limit charter school locations.

In addition, the bill requires two of the first four new state charter schools the SBE approves between July 1, 2012 and July 1, 2017 to be schools whose specialized focus is providing a dual language or other program models focusing on language acquisition by English language learners. (A dual language program is a two-way bilingual program that integrates language minority and language majority students and provides instruction in both the minority language (such as Spanish) and English. )

The bill also requires charter school applicants, in describing their student admission procedures that ensure open access on a space available basis, to also ensure that they allow students to enroll in the school during the school year if spaces are available.

### ***Charter School Preferences***

The bill adds to the types of schools to which SBE must give preference when reviewing charter school applications. The law already requires the board to give a preference to charter applications containing certain elements, such as schools located in priority districts or in districts where student populations are at least 75% minority. The bill requires SBE to also give preference to applications whose primary purpose is to:

1. serve students (a) with a history of low academic performance or behavioral and social difficulties, (b) receiving free or reduced priced lunches, (c) requiring special education, (d) who are ELLs, or (e) who are of a single gender; or
2. improve the academic performance of an existing school that has consistently demonstrated substandard academic performance, as determined by the education commissioner.

In addition to providing the preference for serving one or more of the educationally needy populations mentioned above, SBE must give preference to applications that demonstrate highly credible and specific strategies to attract, enroll, and retain such students. Charter applications must include student recruitment and retention plans that clearly describe (1) the school's capacity to recruit and retain such students and (2) how it plans to do so.

### ***Charter Renewals***

The bill gives SBE an additional reason to deny a charter school's renewal application. That reason is the school's insufficient efforts to effectively attract, enroll, and retain all of the educationally needy students mentioned above except students of a single gender.

### ***Waiver of Enrollment Lottery***

By law, if a charter school has more students applying for enrollment than it has spaces, it must hold an enrollment lottery of those applicants to determine admissions. The bill allows the SBE, upon application, to waive the lottery requirement for schools with a primary purpose of serving at least one of the following: (1) students with a history of behavioral and social difficulties; (2) special education students; (3) ELLs; or (4) students of a single gender.

The bill bars enrollment lotteries for any public school with a school performance index that places it in the lowest-performing 5% of schools that is converted to a local charter school.

### **§ 33 – CHARTER SCHOOL OPT-OUT LOTTERY STUDY**

The bill requires SDE to study "opt-out lotteries" for determining enrollment in state and local charter schools. Such lotteries automatically include all students who (1) live in the district where the school is located and (2) are enrolled in any grade the school serves, unless a student chooses not to participate. The study must cover (1) the feasibility of charter school governing authorities and boards of education for districts where they are located conducting such lotteries for state charter schools, (2) the methods by which they may be conducted, and (3) the costs of doing so.

SDE must report the study's results and any recommendations to the Education Committee by February 1, 2014.

### **§ 34—ALLIANCE DISTRICTS**

The bill requires the education commissioner to hold back Education Cost Sharing (ECS) grant increases to towns with the lowest-performing school districts and establishes

conditions for releasing the funds. The school districts subject to the conditional funding are called "alliance districts."

### ***Designating the Districts***

An alliance district is a town whose school district is among those with the lowest academic performance as measured by a district performance index (DPI) the bill establishes. For FY 13, the bill requires the education commissioner to designate 30 alliance districts. Districts keep the designation for five years. The commissioner must determine, by June 30, 2016, whether to designate additional alliance districts.

The bill also establishes a subcategory of alliance districts called "educational reform districts," which are the 10 districts with the lowest DPIs.

### ***District Performance Index***

A town's DPI is its students' weighted performance on the statewide mastery tests in reading, writing, and mathematics given in grades three through eight and 10, and science in grades five, eight, and 10. The index is calculated by:

1. weighting student scores in each of these subjects as follows: zero for below basic (the lowest score), 25% for basic, 50% for proficient, 75% for goal, and 100% for advanced;
2. adding up the weighted student scores for each subject;
3. multiplying the aggregate student results in each subject by 30% for math, reading, and writing and 10% for science; and
4. adding up the weighted subject scores.

The weightings produce the lowest indexes for districts with the lowest test scores.

Under the bill, the test score data used for the index is either (1) the data of record on the December 31<sup>st</sup> following the tests, or (2) that data as adjusted by SDE according to a board of education's request for an adjustment filed by the November 30<sup>th</sup> following the test.

### ***Conditional Funding***

The bill requires the state comptroller to hold back any ECS grant increase over the prior year's grant that is payable to an alliance district town in FY 13 or any subsequent fiscal year. The comptroller must transfer the money to the education commissioner. An alliance district may apply to receive its ECS grant increase when and how the education commissioner prescribes. The bill allows the commissioner to pay the funds to the district on condition that they are spent according to its approved district improvement plan (see below) and guidelines the bill allows SBE to adopt.

*Demographic*

The bill requires any balance of the conditional ECS funds allocated to each alliance district that remains unspent at the end of any fiscal year to be carried over and remain available to the district for the following fiscal year.

### ***District Improvement Plan***

Alliance districts must use their conditional ECS funding to improve local achievement and offset other local education costs the commissioner approves. To be eligible to receive the funds, a district must submit an application to the commissioner. The application must contain objectives and performance targets as well as an improvement plan that may include:

1. a tiered intervention system for the district's schools based on their needs;
2. ways to strengthen reading programs to ensure reading mastery in grades K-3 and that focus on (a) standards and instruction, (b) proper data use, (c) intervention strategies, (d) current information for teachers, (e) parental engagement, and (f) teacher professional development;
3. additional learning time, including extended school day or year programs run by school personnel or external partners;
4. a talent strategy that includes teacher and school leader recruitment and assignment, career ladder policies that (a) draw on SBE-adopted model evaluation guidelines and evaluation programs adopted by school districts and (b) may include provisions demonstrating increased ability to attract, retain, promote, and bolster staff performance according to performance evaluation findings and, for new personnel, other indicators of effectiveness;
5. training for school leaders and other staff on new teacher evaluation models;
6. provisions for cooperating and coordinating with early childhood education providers to ensure alignment between those programs and district expectations for students entering kindergarten, including funding for an existing local Head Start program;
7. provisions for cooperating and coordinating with other government and community programs to ensure students receive adequate support and "wraparound services," including community school models (schools that provide social services for eligible families in addition to regular instruction for students); and
8. any additional categories or goals the commissioner determines.

The plan must also demonstrate collaboration with "key stakeholders" the commissioner identifies to achieve efficiencies and align the intent and practice of current programs with those of the conditional programs identified in the bill.

### ***State Oversight***

The bill allows the commissioner to (1) withhold conditional funding if an alliance district fails to comply with the bill's requirements and (2) renew the funding if a district's school board provides evidence that the district is meeting the objectives and performance targets of its plan.

Districts receiving conditional funding must submit annual expenditure reports in a form and manner the commissioner prescribes. The commissioner must determine whether to (1) require a district to repay amounts not spent in accordance with its approved application or (2) reduce the district's grant by that amount in a subsequent year.

### **§ 35 – EXPANDED CLASSROOM EXPERIENCE REQUIREMENTS FOR TEACHER PREPARATION PROGRAMS**

Starting July 1, 2015, the bill requires teacher preparation programs to require, as part of their curricula, that students have classroom clinical, field, or student teaching experience during four semesters of the program.

### **§ 36—PROFESSIONAL EDUCATOR CERTIFICATES**

#### ***Initial Issuance***

Connecticut has a three-level certification system for public school teachers and administrators: initial, provisional, and professional. Under current law, professional certificates are valid for five years and may be renewed only if the teacher or administrator completes 90 hours of continuing education, known as continuing education units (CEUs).

Starting July 1, 2016, the bill raises the qualifications for a professional certificate by requiring applicants to hold a master's degree rather than, as current law requires, to successfully complete (1) before July 1, 2016, 30 hours of graduate or undergraduate credit beyond a bachelor's degree or (2) on or after July 1, 2016, 30 hours of graduate credit. The master's degree must be in a subject appropriate to the person's certification endorsement, as determined by SBE.

The bill extends the same master's degree requirement to a certified teacher who has taught in another state, U. S. possession or territory, the District of Columbia, or Puerto Rico and applies for a Connecticut professional certificate (§ 40).

#### ***Renewal***

The bill eliminates the requirement that a professional certificate holder complete 90 CEUs in order to renew his or her professional certificate. Instead, it makes the certificate valid for five years and requires that it be continued every five years. Under the bill, all certificate holders must participate in professional development activities, which replace the CEU requirements starting July 1, 2013 (see § 39).

#### ***Exemption from TEAM Program***

The bill makes two exceptions to the requirement that all candidates for provisional educator certificates successfully complete the Teacher Education and Mentoring (TEAM) program if there is one for his or her endorsement area. It exempts any applicant who has taught:

1. under an appropriate certificate from another U. S. state, territory, or possession, the District of Columbia, or Puerto Rico for at least three years in the last 10 or
2. in an SBE-approved nonpublic school in Connecticut for at least three years in the last 10.

### **§§ 37 & 38—DISTINGUISHED EDUCATOR DESIGNATION**

The bill establishes a new distinguished educator designation for a person who:

1. holds a professional educator certificate,
2. has taught successfully for at least five years in a public school or SBE-approved private special education facility,
3. has advanced education in addition to a master's degree from a degree or non-degree-granting institution that can include training in mentorship or coaching teachers, and
4. meets performance requirements established by SDE.

The SDE's performance standards for the designation must consider demonstrated distinguished practice as validated by SDE or its approved validator. The SBE must renew the designation every five years if the person continues to meet the performance standards as validated by SBE or an SBE-approved entity. The bill makes teachers with distinguished educator designations, as well professional and provisional certificates, eligible to serve as mentors in the TEAM program.

The bill establishes fees of \$ 200 for a distinguished educator designation application and \$ 50 for a duplicate copy of the designation. The education commissioner can waive the fees if he determines that an applicant cannot pay because of extenuating circumstances.

### **§ 39 – PROFESSIONAL DEVELOPMENT FOR EDUCATORS**

The bill eliminates the requirement that professional certificate holders successfully complete 90 CEUs every five years as a condition of certificate renewal (see § 36). Instead, starting July 1, 2013, it requires all certified employees, including initial and provisional certificate holders, to participate in professional development programs. Under current law, initial and provisional certificate holders do not need CEUs.

The bill revises professional development to emphasize improved practice and individual and small-group coaching sessions. It continues current requirements that districts (1) offer professional development according to plans developed consultation with a professional

development committee consisting of the district's certified personnel and other appropriate members; (2) determine specific professional development activities with the advice and help of their teachers, including their union representatives; and (3) and that the activities give full consideration to SBE's priorities related to student achievement.

### ***New Design for Professional Development***

By law, school districts must make available at least 18 hours of professional development for certified employees at no cost. The bill requires that a preponderance of the 18 hours be in a small-group or individual instructional setting and to:

1. improve integration of (a) reading instruction, (b) literacy and numeracy enhancement, and (c) cultural awareness, and include strategies to improve English language learner instruction into teacher practice;
2. be used to improve teacher and administrator practice based on general results and findings from teacher evaluations reported by the school superintendent or designee;
3. foster collective responsibility for improved student performance;
4. be comprehensive, sustained, and intensive enough to improve teacher and administrator effectiveness in raising student achievement;
5. focus on refining and improving effective teaching methods shared among educators and fostering collective responsibility for improving student performance;
6. be (a) aligned with state student academic achievement standards, (b) conducted among educators at the school, and (c) facilitated by principals, coaches, mentors, distinguished educators, or other appropriate teachers;
7. occur frequently for teachers individually or in groups, within their jobs, and as part of a continuous improvement process; and
8. include a repository of teaching best practices developed by each school's educators which is continuously available to them for comments and updates.

It also requires the education commissioner, rather than the SBE, to approve continuing education providers that are not either boards of education or RESCs.

### ***Professional Development Content***

The bill maintains a requirement that school superintendents and other administrators complete at least 15 hours of professional development every five years in teacher evaluation and support. It eliminates the following professional development requirements:

1. for those with childhood nursery through grade three or elementary endorsements, at least 15 hours of training in teaching reading, reading readiness, and reading assessment;

2. for those with elementary, middle, or secondary academic endorsements, at least 15 hours in how to use computers in the classroom unless they can demonstrate competency; and
3. for those with bilingual endorsements, training in language arts, reading, or math for elementary school teachers and in the subject they teach, for middle and secondary school teachers.

It also eliminates (1) professional development completion deadline extensions for certificate holders who were unemployed or members of the General Assembly during the five-year period, (2) a requirement that professional certificate holders attest that they have successfully completed the 90 CEUs at the end of each five-year period, and (3) a requirement that the state and local school districts share the cost of required professional development activities.

### ***SDE Audits and Penalties***

By law, SDE must notify a school board of its failure to meet the professional development requirements. The bill also requires SDE to audit district professional development programs and allows SBE to assess financial penalties against districts it finds out of compliance based on such an audit.

Under the bill, SBE can require a school board to forfeit an SBE-determined amount from its state grants, to be assessed in the fiscal year after the determination of noncompliance. SBE can waive the penalty if it determines the noncompliance was due to circumstances beyond the school board's control.

### **§§ 40-50 – CONFORMING SECTIONS**

These sections make technical changes to conform to the certification changes described above.

### **§ 51—TEACHER EVALUATION PROGRAMS**

The bill expands the required components of (1) state guidelines for a model teacher evaluation program and (2) local school districts' teacher and school administrator evaluation programs. By law, SBE, in consultation with the PEAC, must adopt guidelines for the model program by July 1, 2012. Teacher evaluation programs used by local school districts must be consistent with the state's model.

#### ***State Model Teacher Evaluation Guidelines***

The bill expands the requirements for the guidelines for the state model evaluation program for teachers and school administrators that SBE must adopt by July 1, 2012.

***Current Requirements.*** Current law requires the model to provide guidance on using multiple indicators of student academic growth in evaluations and to include:

1. ways to measure student academic growth;
2. consideration of "control" factors tracked by the expanded public school data system that could influence teacher performance, such as student characteristics, attendance, and mobility; and
3. minimum requirements for evaluation instruments and procedures.

**New Requirements.** The bill also requires the guidelines to provide for:

1. using four ratings to evaluate teacher performance: (a) exemplary, (b) proficient, (c) developing, and (d) below standard;
2. scoring systems to determine the ratings;
3. periodic training on the evaluation program both for teachers being evaluated and for administrators performing evaluations, offered by the school district or its RESC;
4. professional development based on individual or group needs identified through evaluations;
5. opportunities for career development and professional growth; and
6. a validation procedure for SDE or an SDE-approved third party entity to audit ratings of below standard or exemplary.

**Remediation Plans.** For teachers whose performance is rated below standard or developing, the bill requires the guidelines to call for improvement and remediation plans that:

1. are developed in consultation with the affected employee and his or her union representative;
2. identify resources, support, and other methods to address documented deficiencies;
3. show a timeline for implementing such measures in the same school year as the plan is issued; and
4. provide success indicators that include a minimum overall rating of proficient at the end of the improvement and remediation plan.

### **School District Teacher Evaluation Programs**

**Local Plan Requirements.** By law, a school superintendent must "continuously" evaluate his or her school district's teachers or cause them to be evaluated. ("Teachers" include all certified professional employees below the rank of superintendent.) School boards must develop the evaluation programs with the advice and assistance of the teachers' and school administrators' collective bargaining representatives. They must be consistent with SBE

guidelines and with any other guidelines established by mutual agreement between the board and the unions. Evaluations must address, at least, a teacher's strengths, areas needing improvement, improvement strategies, and multiple indicators of student academic growth.

The bill requires district evaluations to (1) be carried out annually; (2) include support as well as evaluation; and (3) be consistent with model guidelines adopted by SBE. It allows district programs to include periodic ("formative") evaluations during the year leading up to the final, overall ("summative") annual evaluation. Under the bill, any teacher or administrator who does not receive a summative evaluation during the school year must receive a rating of "not rated" for that year.

**Waivers.** The bill allows SBE to waive the requirement of consistency with SBE's model guidelines for any district that, before the model guidelines are validated, developed a teacher evaluation program that SBE determines substantially complies with the guidelines.

**Status Reports on Local Evaluations.** Current law requires each superintendent to report to his or her board of education by June 1 annually on the status of the evaluations. The bill also requires superintendents to report annually, by June 30, to the education commissioner on the implementation of evaluations, including their frequency, aggregate evaluation ratings, the numbers of teacher and administrators not evaluated, and other requirements as determined by SDE.

EFFECTIVE DATE: Upon passage

## § 52—TEACHER EVALUATION AND SUPPORT PILOT PROGRAM

The bill requires the education commissioner to administer a teacher evaluation pilot program for the 2012-13 school year. The commissioner must select at least eight but no more than 10 districts to participate in the pilot. For purposes of the pilot evaluation programs, the bill defines "teacher" to include administrators.

The pilot program must:

1. assess implementation of evaluation programs developed by school boards and that comply with SBE model guidelines,
2. identify needed technical assistance and support for districts implementing such programs,
3. train administrators on conducting evaluations,
4. train teachers being evaluated,
5. include a process for SDE or its designee to validate evaluations, and
6. provide funds to districts for program administration.

By May 25, 2012, districts may apply, in a form and manner the commissioner prescribes, to participate in the pilot program. The commissioner must select a diverse group of rural, suburban, and urban districts with varying student academic performance levels to participate in the pilot. If there are not enough applicants to meet these requirements, the bill allows the commissioner to select districts to participate.

EFFECTIVE DATE: Upon passage

### **§ 53 – NEAG STUDY OF PILOT PROGRAM**

The bill requires UConn's Neag School of Education to:

1. analyze and evaluate the pilot program's implementation for each participating district,
2. compare each district's evaluation program to the SBE guidelines, and
3. compare and evaluate performance data from mastery and progress monitoring tests as indicators of, and methods of assessing, student academic growth and development.

When it completes the study, but no later than January 1, 2014, Neag must submit (1) the study results and any recommendations on validating the SBE's teacher evaluation guidelines to SBE and (2) the study itself to the Education Committee

EFFECTIVE DATE: Upon passage

### **§ 54 – EVALUATION TRAINING**

Before implementing the teacher evaluation and support program, but no later than July 1, 2014, the bill requires school boards to provide training for all evaluators and orientation to all teachers they employ regarding the evaluation and support program. Evaluators must be trained before they conduct any evaluations under the new program and each teacher must complete the orientation before being evaluated.

### **§ 55 – ANNUAL SDE AUDITS OF EVALUATION PROGRAMS**

Each year starting July 1, 2014, the bill requires the education commissioner, within available appropriations, to randomly select at least 10 district evaluation programs for a comprehensive SDE audit. SDE must submit audit results to the Education Committee.

### **§ 56 – ONGOING EVALUATION TRAINING**

The bill requires each board of education, as part of its regular in-service training for certified teachers, administrators, and pupil personnel, to provide information on its teacher evaluation and support program.

### **§ 57—TEACHER TENURE AND TERMINATION**

The bill requires school superintendents to incorporate evaluations into decisions about granting tenure and gives local and regional boards of education additional grounds to terminate a teacher for cause. It streamlines and shortens teacher termination notice and hearing requirements and specifies that most deadlines in the process must be counted in calendar days. Under both current law and the bill, the tenure and termination provisions apply to all certified professional school board employees below the rank of school superintendent who are defined collectively as "teachers."

### ***Granting Tenure***

By law, to attain tenure in a particular school district, a certified employee must (1) have completed a specified period of continuous service with the school district (see BACKGROUND) and (2) be offered a contract to return the following year. Under the bill, the school superintendent must base the contract decision on effective practice as informed by the teacher's performance evaluations.

### ***Grounds for Teacher Termination***

By law, a teacher may be dismissed only for specified reasons. In addition, a board of education may notify a nontenured teacher, in writing, by May 1<sup>st</sup> of any school year that his or her contract will not be renewed for the following year.

On or after July 1, 2014, this bill explicitly allows a district to terminate a teacher on the grounds that he or she is ineffective as long as that determination is based on evaluations that comply with SBE guidelines for evaluating teachers.

Under current law and the bill, a teacher may also be terminated for:

1. inefficiency or incompetence, as determined by an evaluation that complies with the SBE's evaluation guidelines;
2. insubordination against reasonable board of education rules;
3. moral misconduct;
4. disability proven by medical evidence;
5. elimination of the position to which the teacher was appointed or loss of a position to another teacher, as long as there is no other position for which the teacher is qualified and subject to the applicable provisions of a collective bargaining agreement or school board policy; or
6. other due and sufficient cause.

### ***Termination Hearing Requirements and Procedures***

By law, tenured and nontenured teachers are entitled to a hearing before being terminated for cause. Nontenured teachers are also entitled to a hearing when their contracts are not

renewed for any reason other than elimination of the teacher's position or loss of the position to another teacher ("bumping").

The bill makes several changes to streamline the process for these hearings. It:

1. eliminates the maximum 14 days currently allowed for a tenured teacher who receives a termination notice to file a written request for the reasons and the board to provide written reasons and instead requires the board to state the reasons in the written termination notice;
2. for a nontenured teacher, establishes a three-day deadline after receiving notice of termination or nonrenewal to request the reasons and reduces the deadline for the board of education to supply written reasons from seven to four days after receiving the teacher's request;
3. shortens the deadline for a teacher to request a hearing from 20 to 10 days after he or she receives a termination or nonrenewal notice;
4. eliminates the teacher's or board's option to choose a hearing before a three-member impartial hearing panel while maintaining existing options for a hearing before (a) an impartial hearing officer chosen by the teacher and the school superintendent, or (b) the full board of education or a three-member subcommittee;
5. requires hearings on terminations for incompetence or ineffectiveness to address whether the teacher's performance ratings were (a) determined in good faith according to the required evaluation procedures and (b) reasonable in light of the evidence presented;
6. limits termination hearings for incompetence and ineffectiveness to a total of 12 hours of evidence and testimony, six for each side, while allowing the board, board subcommittee, or hearing officer to extend the time for good cause shown; and
7. requires a board subcommittee or hearing officer to submit findings and recommendations on the case to the board of education within 45, rather than 75, days after the hearing request, unless the parties mutually agree to a maximum 15-day extension.

Table 3 compares the current and proposed teacher termination processes. The bill specifies that all the days in the process are calendar days.

**Table 3: Teacher Termination Process**

<i>Action</i>	<i>Deadlines Under Current Law</i>	<i>Deadline Changes Under the Bill</i>
School board notifies teacher in writing that it is considering	<ul style="list-style-type: none"> <li>• Termination notice: Anytime</li> </ul>	No change

<p>termination or a nontenured teacher that his or her contract will not be renewed</p>	<ul style="list-style-type: none"> <li>• Nonrenewal notice: By May 1 annually</li> </ul>	
<p>Teacher files written request asking the board to state its reasons for the action</p>	<p>Tenured teacher: 7 days after receiving notice</p> <p>Nontenured teacher: No time limit</p>	<ul style="list-style-type: none"> <li>• Termination: Not applicable (bill requires termination notice to state reasons)</li> <li>• Nonrenewal: Within three days after receiving the notice</li> </ul>
<p>Board notifies teacher in writing of reasons.</p>	<p>7 days after board receives request.</p>	<ul style="list-style-type: none"> <li>• Termination: Not applicable</li> <li>• Nonrenewal: Within four days after the board receives the request</li> </ul>
<p>Teacher files written request for a hearing</p>	<p>Within 20 days after teacher receives termination or nonrenewal notice.</p>	<p>Within 10 days after the teacher receives the notice</p>
<p>Hearings begin (Hearings may be public at the teacher's request or if designated by the board or hearing officer. The teacher may appear and be represented by counsel. )</p>	<p>Within 15 days after the board receives the hearing request; parties may mutually agree to extend this deadline for a maximum of 15 days</p>	<p>Specifies calendar days</p>
<p>Time limits on testimony and evidence</p>	<p>None</p>	<ul style="list-style-type: none"> <li>• Six hours for each side; 12 hours total</li> <li>• Board, board subcommittee, or hearing officer may extend the time for good cause</li> </ul>
<p>Board subcommittee or hearing officer submits written findings and recommendations to the full board concerning the case and sends a copy to the teacher</p>	<p>Within 75 days after the hearing request unless the parties agree to extend for a maximum of 15 days</p>	<p>Within 45 calendar days after the hearing request unless the parties agree to extend for a maximum of 15 calendar days</p>
<p>Board gives teacher its written decision</p>	<p>Within 15 days of receiving the recommendations or, if the hearing takes place before the full board,</p>	<p>Specifies calendar days.</p>

	within 15 days after the close of the hearing.	
<b>Maximum Time From Notice to Termination</b>	<b>125 Days</b>	<b>85 Days</b>

Under both current law and the bill, once the board issues its written decision, a teacher has 30 days to appeal that decision to Superior Court. The bill specifies that this 30-day period is counted in calendar days.

***Other Calendar-Day Provisions***

In addition to the deadlines described above, the bill specifies that the following periods are to be counted in calendar days:

1. the minimum 90-day period of required work for a board of education before a teacher is covered by the law's tenure and for-cause termination provisions and
2. the maximum 35-day period within which a school board that has not delegated final hiring authority to the school superintendent must accept or reject a school superintendent's candidates for teaching positions in schools under the board jurisdiction.

EFFECTIVE DATE: July 1, 2014

**§ 58—SCHOOL SUPERINTENDENT CERTIFICATION WAIVERS**

***Appointment as Acting Superintendent***

The law requires a person serving as a school superintendent to have a Connecticut superintendent certificate. But the law also allows a board of education, with the education commissioner's approval, to appoint as acting school superintendent someone who does not have a Connecticut certificate.

The bill extends the maximum duration of an acting superintendent's appointment from a specified period of up to 90 days, with commissioner-approved good cause extensions, to up to one school year. It also:

1. makes the acting superintendent's term a probationary period;
2. requires the acting superintendent, during the probationary period, to successfully complete an SBE-approved educational leadership program offered by a Connecticut higher education institution; and
3. eliminates any option to extend an acting superintendent's employment beyond the probationary period.

Instead, the bill allows an employing school board, at the end of a probationary period, to ask the commissioner to waive certification, thus allowing the board to appoint the acting superintendent as the district's permanent superintendent.

### ***Superintendent Certification Waiver***

By law, the education commissioner may waive certification for a school superintendent who (1) has at least three years of successful experience in the past 10 in another state as a certified administrator in a public school with a superintendent certificate issued by another state or (2) the commissioner considers to be exceptionally qualified.

In the latter case, in addition to being exceptionally qualified, the bill also requires the waiver candidate to have successfully completed the probationary period as an acting superintendent. Current law only requires the person to be an acting superintendent. The bill eliminates requirements that, to be exceptionally qualified, the person also (1) have worked as a school superintendent in another state for at least 15 years and (2) be or have been certified as a superintendent by the other state.

### **§§ 59-61—EDUCATION COST SHARING (ECS) GRANT INCREASES FOR FY 13**

The bill increases FY 13 ECS grants to 136 towns by various amounts listed in the bill. Under current law, each town's ECS grant for FY 13 is the same as its FY 12 ECS grant. The grant increases for FY 13 total \$ 50 million in the aggregate. The bill makes no changes in the ECS formula, although it imposes conditions for alliance districts to receive their grant increases.

As already mentioned, the bill also requires the state to add each state or local charter school's state grant amounts for FY 13 to the ECS grants paid to towns where the schools are located. It requires each town to pay the amount designated by the education commissioner to the fiscal authority for the charter school.

### **§ 62—MINIMUM BUDGET REQUIREMENT FOR FY 13**

#### ***MBR for FY 13***

By law, towns receiving ECS grants must budget minimum annual amounts for education. This requirement is known as the minimum budget requirement (MBR). Under current law and the bill, each town's base MBR for FY 13 is the amount they budgeted for education in FY 12.

#### ***MBR Reductions***

Current law allows a qualifying town to reduce its MBR for FY 12 and FY 13 if (1) its school district enrollment falls compared to the prior year, by up to \$3,000 times the drop in enrollment or (2) it has no high school and is paying tuition for fewer students to attend high school in another district compared to the prior year, by the per-student tuition rate times the drop in enrollment. Under current law, both of these reductions are limited to 0.5% of the district's budgeted appropriation for education for the prior fiscal year.

This bill:

1. for both FY 12 and FY 13, allows a district with no high school and that is paying for fewer students to attend high school outside the district to reduce its budgeted appropriation for education by the full amount of its lowered tuition payments;
2. allows a town to reduce its MBR for FY 13 by up to 0.5% of its FY 12 budgeted appropriation for education to reflect half of any new savings from (a) a regional collaboration or cooperative arrangement with one or more other districts or (b) increased efficiencies within its school district, as long as the savings can be documented and the education commissioner approves; and
3. permits a district to use only one of the allowable MBR reduction options.

**§ 63—GRANT INCREASES FOR NON-SHEFF MAGNET SCHOOLS**

Starting in FY 13, the bill increases annual state per-pupil operating grants for non-Sheff interdistrict magnet schools as shown in Table 1. Non-Sheff magnets are schools that do not explicitly help the state meet the goals of the 2008 settlement in the *Sheff v. O'Neill* school desegregation case relating to Hartford and its surrounding towns.

**Table 1: Increases for Non-Sheff Magnet Grants**

<i>Type of Interdistrict Magnet School</i>	<i>Per-Student Grant</i>	
	<i>Current Law</i>	<i>Bill</i>
Operated by local school district ("host magnet")	\$ 6,730	\$ 7,085
Operated by RESC ("RESC magnet") with less than 55% of its students from a single town	\$ 7,620	\$ 7,900
RESC magnet with 55% or more of its students from a single town ("dominant town") – with one exception (see below)	For each student from outside the dominant town: \$ 6,730  For each student from the dominant town: \$ 3,000	For each student from outside the dominant town: \$ 7,085  For each student from the dominant town: \$ 3,000
RESC magnet with between 55% and 80% of students from a dominant town	For each student from outside the dominant town:	For each student regardless of originating town: \$ 8,180

	\$ 6,730 For each student from the dominant town: \$ 3,833
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The bill also eliminates obsolete language.

**§ 64—PER-STUDENT GRANT FOR VO-AG CENTERS**

The bill increases the annual state grant for each student attending a regional agricultural science and technology (“vo-ag”) center from \$ 1,355 to \$1,750. It also prohibits local and regional boards of education that operate centers from using any increase in state funding to supplant local education funding for FY 13 or any subsequent fiscal year.

**§§ 65 & 66 — SUMMER SCHOOL AND EXTENDED DAY GRANT PHASE-OUTS FOR FORMER PRIORITY SCHOOL DISTRICTS**

Among other things, priority school districts receive state grants for (1) summer school and weekend programs and (2) extending school hours to provide academic enrichment and support and recreation programs for students in the district. Starting with FY 14, this bill requires these grants to phase out over three years once a district is no longer designated a priority district rather than ending them all at once. Under the bill, a former priority district receives grants of 75%, 50%, and 25% of its final grant as a priority district in the three years following loss of eligibility.

Towns qualify as priority districts based on high population or high concentrations of students on welfare and students performing poorly on state mastery exams. SDE designates the districts in the first year of each biennium. The current priority districts are Ansonia, Bridgeport, Danbury, East Hartford, Hartford, Meriden, New Britain, New Haven, New London, Norwalk, Norwich, Putnam, Stamford, Waterbury, and Windham.

**§ 67—SPECIAL EDUCATION PAYMENTS FOR CHILDREN IN DMHAS FACILITIES**

By law, the Department of Mental Health and Addiction Services (DMHAS) must provide regular and special education services to eligible residents in its facilities. The bill transfers the responsibility for paying for these costs from SBE to DMHAS. It also makes a conforming change to eliminate a requirement that SBE pay for the costs in two installments.

**§ 68—BLOOMFIELD MAGNET SCHOOL EXEMPTION**

The bill extends for an additional year, through FY 12, an exemption for the Big Picture Magnet School, an approved interdistrict magnet school operated by Bloomfield; from statutory student diversity requirements for interdistrict magnet schools. These requirements (1) limit the number of students from any of the school's participating towns to 75% of its total enrollment and (2) specify that students of racial minorities must comprise at least 25% but no more than 75% of a school's student body.

The bill's exemption allows the school to continue receiving a state magnet school operating grant in FY 12. Starting July 1, 2012, the school must reopen as The Global Experience Magnet School under an operation plan approved by the education commissioner. For purposes of meeting diversity requirements for interdistrict magnet schools, the bill specifies that the school is considered to have begun operating as of that date, thus, by law, giving it until its second year of operation to meet the desegregation requirements of the *Sheff v. O'Neill* settlement. The education commissioner can grant an extension for one additional year.

EFFECTIVE DATE: Upon passage

## **§§ 69-87—TECHNICAL HIGH SCHOOL SYSTEM**

### ***New Governing Board***

The bill changes the name of the regional vocational-technical (V-T) schools to the technical high school system (CTHSS) and creates a new 11-member board to govern it. Under current law, the V-T schools are under the authority of the SBE and its technical high school subcommittee.

The new board consists of the following:

1. four executives of Connecticut-based employers appointed by the governor from nominees submitted by the Connecticut Employment and Training Commission,
2. five members appointed by SBE, and
3. the economic and community development and labor commissioners.

The governor must appoint the chairperson, who serves as a nonvoting ex-officio member of the SBE. It adds the CTHSS chairperson to the SBE; thus increasing the membership from 13 to 14.

### ***CTHSS Superintendent***

The bill requires the CTHSS board and the education commissioner to make a joint recommendation that the SBE appoint a particular candidate as the system's superintendent. It makes the superintendent responsible for the system's operation and administration.

### ***Budget Process***

The bill requires each technical high school to prepare a proposed operating budget for the next school year, and submit it to the system superintendent. The superintendent must collect, review, and use each school's proposed operating budget to and use them as guide in preparing a proposed operating budget for the CTHSS system.

The bill requires the superintendent to submit a proposed operating budget for the system to the CTHSS board. If the board disapproves it, it must adopt an interim budget, which

takes effect at the start of the fiscal year and remains in effect until the superintendent submits and the board approves a modified operating budget. The superintendent must submit a copy of the approved operating budget to OPM.

By law, the superintendent must, twice a year, submit the operating budget for each technical high school to OPM, the Office of Fiscal Analysis, and the Education Committee. The bill also requires the superintendent to report the requested and final school operating budgets to the Education and Appropriations committees.

### ***Conforming Changes***

The bill makes numerous technical and conforming changes to reflect the name change and the responsibilities of the new board and its chairperson. Under existing law, the superintendent is required to (1) meet with specified legislative committees by November 30 annually about the system and (2) consult with the labor commissioner on the creation of an integrated system of statewide advisory committees for career clusters offered by the CTHSS. The bill requires the superintendent to perform these tasks with the board chairperson.

### **§ 88 — SDE WEBSITE INFORMATION**

The bill requires SDE to annually make the following information available on its website:

1. the statewide performance management and accountability plan required by the amended school accountability law (§ 19);
2. a list of schools ranked from lowest to highest by SPI;
3. the formula and method the department used to calculate each school's SPI, and
4. the alternative versions of the formula used to calculate school subject indexes for non-elementary grades.

### **§ 89 – INTENSIVE READING INSTRUCTION PROGRAM**

For the school year beginning July 1, 2012, and each school year thereafter, the commissioner must create an intensive reading instruction program to improve student literacy in grades kindergarten to grade three, inclusive, and close the achievement gap. The definition of achievement gap is the same in used in § 4 for the early literacy pilot program.

The intensive reading instruction program must include:

1. routine reading assessments for students in kindergarten to grade three, inclusive,
2. scientifically-based reading research and instruction,
3. an intensive reading intervention strategy, as described in the bill,

4. supplemental reading instruction and reading remediation plans, as described in the bill, and
5. an intensive summer school reading program, as described in the bill.

For the school year commencing July 1, 2012, the commissioner shall select five elementary schools that are (1) located in an educational reform district, as defined in § 34 of the bill, (2) participating in the commissioner's network of schools, pursuant to § 19 of the bill, or (3) among the lowest five per cent of elementary schools in school subject performance indices for reading and mathematics, as defined in § 18 of the bill, to participate in the intensive reading instruction program and for the school year commencing July 1, 2013, and each school year thereafter, the commissioner may select up to five such schools to participate in the intensive reading instruction program.

It defines "scientifically-based reading research and instruction" as (1) a comprehensive program or a collection of instructional practices based on reliable, valid evidence showing that when such programs or practices are used, students can be expected to achieve satisfactory reading progress, and (2) the integration of instructional strategies for continuously assessing, evaluating and communicating the student's reading progress and needs in order to design and implement ongoing interventions so that students of all ages and proficiency levels can read and comprehend text and apply higher level thinking skills. The comprehensive program or collection of practices must include, but not be limited to, instruction in five areas of reading: phonemic awareness, phonics, fluency, vocabulary, and text comprehension.

#### **§ 90—MINORITY STUDENTS FOR SPECIAL EDUCATION**

The bill requires SDE to identify school districts that disproportionately and inappropriately identify minority students as requiring special education due to reading deficiencies. It requires these districts to submit annual reports to SDE describing their plans to reduce the misidentification of minority students by improving reading assessments and interventions for K-3 students.

Furthermore, the bill requires SDE to study the plans and strategies the districts use that demonstrate improvement in this area. The SDE study must examine the correlation between improvements in teacher training in the science of reading and the reduction in misidentification of students requiring special education services.

For this section, "minority students" means those whose race is defined other than white, or whose ethnicity is defined as Hispanic or Latino by the federal Office of Management and Budget for U. S. Census use.

#### **§ 91—KINDERGARTEN THROUGH GRADE THREE READING PROGRAM**

The bill requires SDE by July 1, 2013, to develop a coordinated state-wide reading plan for students in grades K-3 that contains research-driven strategies and frameworks to produce effective reading instruction and improvement in student performance.

The SDE plan must include:

1. the alignment of reading standards, instruction, and assessments for K through third grade students;
2. teachers use of student progress data to adjust and differentiate instruction to improve student reading success;
3. the collection of information about each student's reading background, level, and progress for teachers to use to assist in a student's transition to the next grade level;
4. an intervention for each student who is not making adequate reading progress to help the student read at the appropriate grade level;
5. enhanced reading instruction for students reading at or above their grade level;
6. reading instruction coordination between parents, students, teachers, and administrators at home and school;
7. school district reading plans;
8. parental involvement by providing parents and guardians with opportunities to help teachers and school administrators to (a) create an optimal learning environment and (b) receive updates on their student's reading progress;
9. teacher training and reading performance tests to be aligned with teacher preparation courses and professional development activities;
10. incentives for schools that demonstrate significant student reading improvement;
11. research-based literacy training for early childhood care and education providers and instructors working with children birth to age five; and
12. reading instruction alignment with the common core state standards that the SBE sets.

#### **§§ 92 & 93—REQUIREMENTS TO PASS READING INSTRUCTION TEST**

Starting July 1, 2013, the bill requires certified teachers with the comprehensive special education or remedial reading and language arts endorsements to pass the reading instruction test approved by SBE on April 1, 2009.

#### **§ 94—SCHOOL INCENTIVE PROGRAM TO IMPROVE READING**

The bill requires the education commissioner to establish an incentive program, within available appropriations, for schools that:

1. increase by 10% the number of students who meet reading goals on Connecticut mastery tests and
2. demonstrate the methods and instruction the school used to achieve those results.

The incentives can include, at the commissioner's discretion, public recognition, financial rewards, and enhanced autonomy or operational flexibility. The bill allows SDE to accept private donations for the program.

#### **§ 94—PRE-LITERACY COURSE**

The bill requires the SDE, by July 1, 2013 and in consultation with the Board of Regents for Higher Education, to design and approve a preliteracy course for inclusion in the bachelor's degree program with early childhood education concentration offered by a higher education institution accredited by the Board of Governors of Higher Education. The course must be practice-based and specific to preliteracy and language skills instruction for early childhood education teachers.

#### **§ 96—INFORMATION-SHARING SYSTEM**

The bill requires the SDE to collaborate with the Governor's Early Care and Education Cabinet to develop an information-sharing system between preschool and school readiness programs and kindergarten about children's proficiency in oral language and preliteracy.

#### **§ 97—REPEALER**

The bill repeals obsolete provisions requiring (1) boards of education, by September 1, 1999, to develop and implement three-year plans to improve the reading skills of K-3 students and (2) the SDE to provide technical assistance to boards in developing the plans.

### **BACKGROUND**

#### ***Charter Schools***

Connecticut law defines a charter school as a nonsectarian public school organized as a nonprofit corporation and operated independently of a local or regional board of education. The SBE grants and renews the charters, usually for five years, and, as part of the charter, may waive certain statutory requirements applicable to other public schools. In addition to SBE approval, a local charter school seeking to operate in only one school district must be approved by the local or regional board of education for that district.

A charter school may enroll students in pre-kindergarten through grade 12 in accordance with its charter. Charter schools are open to all students, including special education students, though they may limit the geographic areas from which students may attend. If a school has more applicants than spaces, it must admit students through a lottery.

#### ***Priority Districts***

Three types of towns qualify as priority school districts: (1) the eight towns with the largest populations, based on the last census; (2) in the first year of each biennium, the 11 towns with the highest numbers of children on welfare plus the largest numbers of children scoring below the remedial level on the Connecticut Mastery Test (CMT); and (3) in the first year of each biennium, the 11 towns that rank highest in the number of children on welfare divided by the "grant mastery percentage." The grant mastery percentage is the number of students in the district scoring below standard on CMT divided by the number taking the test (CGS § 10-266p)

### ***Performance Evaluation Advisory Council***

The Performance Evaluation Advisory Council (PEAC) was established in 2010 to help the SBE develop and implement model teacher evaluation program guidelines and a supporting data system. Its members are:

1. the education and higher education commissioners, or their designees;
2. representative of boards of education, school superintendents, other school administrators, and teachers; and
3. an unspecified number of appropriate people selected by the education commissioner, who must include teachers and experts in performance evaluation processes and procedures.

### ***Teacher Tenure***

Tenured teachers (1) have their contracts automatically renewed from year-to-year; (2) can be dismissed only for statutorily specified reasons; and (3) have the right to bump nontenured teachers from positions for which the tenured teachers are qualified, if the tenured teachers' positions are eliminated.

By law, teachers and school administrators below the rank of school superintendent ("teachers") attain tenure after 40 school months (four years) of continuous, full-time employment with the same board of education, if their contracts are renewed for the following school year. Teachers who attain tenure with one board of education and who are reemployed by the same or another board after a break in service attain tenure after 20 school months (two years) of continuous employment, if their contracts are renewed for the following school year. Tenured teachers who transfer to a priority school district may attain tenure after working 10 months in that district.



## **Education Bullets for Sen. Boucher From SB 458 (PA 12-116)**

### **ACCOUNTABILITY, ACHIEVEMENT & COMMISSIONER'S NETWORK OF SCHOOLS**

- revamps the state's education **accountability law** and establishes a new system for identifying how well schools and school districts are performing based on student achievement on statewide mastery tests and other factors. It establishes new categories of schools and districts in order to take action to improve academic achievement.
- creates two measurements, called the **district performance index (DPI)** and the **school performance index (SPI)**.
- uses DPis to designate two categories of low-performing districts: (1) **educational reform districts**, which are the 10 districts with the lowest student achievement, and (2) **alliance districts**, which are the 30 districts with lowest student achievement.
- makes **Education Costs Sharing (ECS) grant increases** to the 30 towns with the lowest-performing school districts ("alliance districts") conditional.
- makes release of the additional funds to alliance district towns **contingent on the education commissioner's approval** of the district's plan to improve student and school performance through such methods as extended learning time, improved reading programs, and additional training for teachers and other staff.
- creates the "**commissioner's network of schools**" as a means for the state to intervene in the lowest-performing schools and raise student academic achievement. By July 1, 2014, it requires the education commissioner to select up to 25 schools for the network and the schools must begin implementing school turnaround plans by that date.
- schools chosen for the network must each create a **turnaround committee** that includes parents and teachers, to develop a turnaround plan for the school based on a menu of school improvement models.
- provides for a **streamlined collective bargaining** process when union contracts need modification in order to carry out the turnaround plan.
- allows a turnaround committee or the commissioner to choose various nonprofit or government entities to **govern or manage network schools**, but limits to six the number that can be run by private nonprofit entities

- commissioner must provide funding, technical assistance, and operational support to commissioner's network schools.

## **CHARTER SCHOOLS AND MAGNET SCHOOLS**

- increases the state's annual per-student grant to state charter schools over three years from \$9,400 to \$10,500 for FY 13, to \$11,000 for FY 14, and to \$11,500 for FY 15 and subsequent fiscal years.
- starting in FY 14, the education reform act allows SBE to approve (1) operating grants of up to \$3,000 per student and (2) startup grants of up to \$500,000 for local charter schools.
- increases annual state per-pupil operating grants for non-*Sheff* interdistrict magnet schools operated by a host town or by a regional education service center (RESC).

## **EARLY CHILDHOOD EDUCATION/SCHOOL READINESS/EARLY READING**

- funds **1,000 new spaces** in school readiness programs. Half must be located in educational reform districts, while the other half are split equally between (1) other priority and former priority districts and (2) competitive districts, which are districts not included in either of the other two categories but that are either among the 50 poorest in the state or have one or more schools with high concentrations of low-income students.
- requires the education commissioner to create a new intensive **kindergarten-to-grade-three (K-3) reading program** to improve literacy and narrow achievement gaps. Starting July 1, 2012, he must select five low-achieving schools in the commissioner's network each year to participate. The intervention strategy must include one reading coach and four reading interventionists for each school, all funded by the state, as well as other required steps.
- extends an **existing pilot study to promote best practices** in early literacy and closing academic achievement gaps for an additional year.
- requires SDE, by January 1, 2013, to develop or approve **reading assessments** that school districts must use to identify K-3 students whose reading is deficient.
- requires SDE, by July 1, 2013, to develop a **coordinated statewide reading plan** for K-3 students that contains research-driven strategies to produce effective reading instruction and improve student performance.

## **ECS GRANTS AND THE MINIMUM BUDGET REQUIREMENT**

- increases FY 13 **ECS grants** to 136 of the state's 169 towns. These grant increases total \$50 million. The act makes no changes in the ECS formula, although it imposes conditions for alliance districts to receive their grant increases.
- allows any town receiving an ECS grant increase to keep its FY 13 budgeted appropriation for education at the FY 12 level. It also allows some reductions to the town's **minimum budget requirement (MBR)** for education under some circumstances with a limit of up to 0.5% of the FY 12 budgeted appropriation for education.

## **TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT**

- requires the SDE, by July 1, 2013 and in consultation with the Board of Regents for Higher Education, to design and approve a **pre-literacy course** to be included in the bachelor's degree program with an early childhood education concentration offered by a higher education institution accredited by the Board of Governors of Higher Education.
- establishes a state **distinguished educator designation** for experienced, successful teachers who have advanced education beyond the master's degree and who meet SBE-established performance requirements.
- starting July 1, 2015, requires teacher preparation programs to **offer classroom experience in each of four semesters**; and
- starting July 1, 2016, requires an applicant for a **professional educator certificate** to hold a master's degree in a subject relevant to his or her teaching.
- allows only teachers who receive an **early childhood nursery through grade three endorsement** on or after July 1, 2013 to teach kindergarten.
- revamps its required **professional development** programs, beginning in 2013, for teachers and administrators to emphasize improved practice and job-embedded individual and small-group coaching sessions (eliminates CEU requirements).

## **TEACHER EVALUATION AND TERMINATION**

- requires school districts to **evaluate teachers and administrators every year** using new evaluation and support programs that align with state model guidelines to be issued July 1, 2012.

- expands the requirements for the model guidelines to include a number of specifies things including a **validation procedure** for SDE or an SDE-approved party.
- requires the education commissioner to run a **pilot program on local evaluation systems** that comply with the state model guidelines in a diverse group of eight to 10 districts during the 2012-13 school year.
- starting July 1, 2014, the act requires school superintendents to use evaluations to inform their **decisions on granting tenure** to teachers and administrators.
- allows districts to **terminate teachers or administrators** whose evaluations find them to be ineffective and who fail to successfully complete remediation plans.

## **Education Components of SB 501**

### **§§ 14 & 15 — COMMISSIONER'S NETWORK OF SCHOOLS**

The bill changes the definition of an “approved not-for-profit educational management organization,” which under PA 12-116 can be chosen to manage a network school. The bill removes the restriction that a not-for-profit organization with experience and a record of success in improving student achievement for low-income or low-performing students must be located out of the state, thus allowing in-state organizations with the same record of success to be eligible to manage a network school. The bill leaves unchanged the authorization for a non-profit that currently operates a state charter school in the state to manage a network school.

The bill permits the commissioner to approve a turnaround plan for another network school for the same school year that assigns the school management, administration or governance to an approved not-for-profit organization. It also requires the commissioner to negotiate matters related to the plan in accordance with collective bargaining procedures detailed in PA 12-116.

### **§ 22 — PAYMENT OF ECS GRANT INCREASES FOR ALLIANCE DISTRICTS**

The bill specifies that, when the funds are paid to an alliance district town, the town must pay them to its board of education to implement the improvement plan.

### **§§ 23 & 24 — TEACHER EVALUATION AND SUPPORT PROGRAM**

Unless they receive a waiver, this bill requires all school districts to develop and implement programs consistent with the guidelines by September 1, 2013.

### **§ 28 — TECHNICAL HIGH SCHOOL BUDGETS**

The bill eliminates the provision that if the technical system board disapproves the budget, it must adopt an interim budget that remains in effect until the superintendent submits and the board approves a modified budget.

## **Education Components of SB 6001**

### **§ 223—LOAN FORGIVENESS FOR TEACHING BILINGUAL EDUCATION OR ENGLISH LANGUAGE LEARNERS**

The bill establishes a loan reimbursement program for up to 20 educators who teach bilingual education or English language learners. Under the bill, borrowers of federal or state education loans who meet the program's criteria may receive reimbursements of up to \$ 5,000 per person, per year for a maximum of five years.

### **§ 225—*Curricular Alignment***

The bill requires local and regional boards of education, in collaboration with the Board of Regents for Higher Education (BOR) and the UConn Board of Trustees, to develop a plan to align Connecticut's common core state standards with college-level programs at Connecticut public higher education institutions.



**226—Pilot Program**

The bill also requires the State Department of Education (SDE), by July 1, 2013, in collaboration with BOR and the UConn Board of Trustees, to develop a pilot program to incorporate the common core standards into priority school district curricula.

**§ 232—COORDINATED SCHOOL HEALTH PILOT PROGRAM**

For FY 13, the bill requires the education commissioner to establish a pilot program to provide grants to two educational reform districts the commissioner selects to coordinate school health, education, and wellness and reduce childhood obesity.

**§ 233—WRAPAROUND SERVICES GRANT PROGRAM**

The bill requires the education commissioner, within available appropriations, to establish a program to provide grants to educational reform districts (see § 232) for: (1) social-emotional behavioral supports, (2) family involvement and support, (3) student engagement, (4) physical health and wellness, and (5) social work and case management.

**§ 234—PARENT UNIVERSITY PILOT PROGRAM**

For FY 13, the bill requires SDE to provide grants for a parent university pilot program in two educational reform districts (see § 232) the education commissioner selects. Each parent university must provide educational opportunities for parents both district-wide and for those whose children attend certain schools and who live in certain neighborhoods.

**§ 235—EDUCATIONAL REFORM DISTRICT SCIENCE GRANT PROGRAM**

The bill requires the education commissioner to establish a grant program, within available appropriations, for educational reform districts (see § 232) to improve the academic performance of students in kindergarten through 8<sup>th</sup> grade in science, reading, and numeracy.

**239—SCHOOL NUTRITIONAL RATING PILOT GRANT PROGRAM**

The bill requires the education commissioner to establish a school nutritional rating system pilot grant program to be implemented in school districts for the school years commencing July 1, 2012, and July 1, 2013

**§§ 286-288—EDUCATION DEPARTMENT FUNDS CARRIED FORWARD**

Instead of allowing them to lapse at the end of FY 12, the bill carries forward the following SDE appropriations to FY 13 for the purposes specified.

Table 5: SDE Appropriations Carried Forward in FY 13

<b>§</b>	<b><i>FY Appropriation</i></b>	<b><i>For FY 13</i></b>	<b><i>Amount</i></b>
286	Magnet Schools	<i>Sheff</i> programming, including supplemental magnet school transportation grants for RESCs	Unspent balance



287	Magnet Schools	Other expenses – for (1) litigation costs associated with <i>Connecticut Coalition for Justice in Education Funding v. Rell</i> and (2) school reform activities	Up to \$ 700,000
288	Interdistrict Cooperation	Other expenses – for technology initiatives with local and regional school boards	Up to \$ 200,000

### **290 & 291—MINIMUM LOCAL FUNDING REQUIREMENTS FOR ALLIANCE DISTRICTS**

For FY 13, the bill requires alliance districts to maintain a minimum level of annual local funding for education and establishes a separate minimum budget requirement (MBR) for such districts. Alliance districts are the 30 districts with the lowest student performance on statewide mastery tests, according to a district performance index established in PA 12-116.

Under the bill, each alliance district's budgeted appropriation for education for FY 13 must at least (1) equal its budgeted appropriation for education for FY 12 and (2) meet the minimum local education funding percentage for the year. Under the bill, the minimum local funding percentage is 20% for FY 13, 21% for FY 14, 22% for FY 15, 23% for FY 16, and 24% for FY 17.

### **292—EDUCATION LOAN TO BRIDGEPORT**

The bill allows the education commissioner, with the OPM secretary's approval, to loan up to \$ 3.5 million to Bridgeport. The city must include the money in its budgeted appropriation for education for FY 12 and use it to cover education expenses incurred during that year.

The bill carries forward a total of \$ 3.5 million from the following FY 12 appropriations to SDE and makes it available for the loan during FY 13: (1) \$ 2.3 million for Personal Services, (2) \$ 700,000 for *Sheff* Settlement, and (3) \$ 500,000 for the Open Choice Program.

As conditions of the loan, the education commissioner:

1. must require Bridgeport's board of education to select the school district's superintendent or chief financial officer from a pool of up to three candidates approved by the commissioner and
2. may require the district to include additional process or outcome targets in its alliance district improvement plan required under PA 12-116.

The city must repay the loan by June 30, 2015, but the education commissioner may:

1. allow repayment through reductions in Bridgeport's ECS grant in each year of the loan's three-year term and
2. with the OPM secretary's approval, forgive all or part of the loan if (a) the city complies with the loan conditions and (b) the commissioner has approved its alliance district improvement plan.

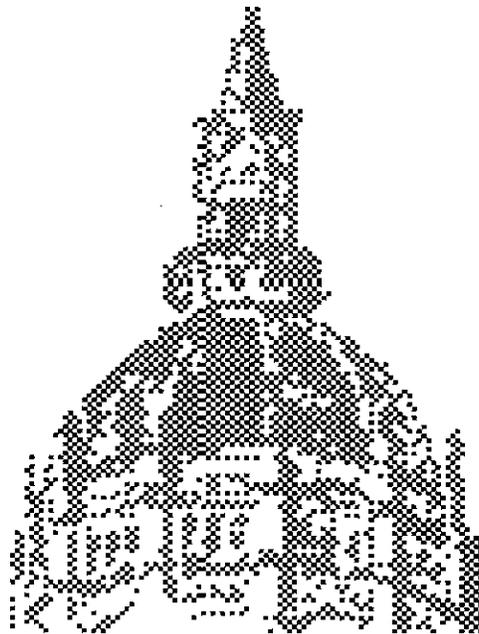


Office of Legislative Research  
Connecticut General Assembly



**OLR ACTS AFFECTING**

**EDUCATION**



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2012-R-0198  
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## NOTICE TO READERS

This report provides brief highlights of new laws affecting education enacted during the 2012 regular session. Each summary indicates the bill or public act (PA) number and effective date.

Not all provisions of the acts are included here. Complete summaries of all 2012 public acts will be available when OLR publishes its Public Act Summary book; some are already on OLR's website ([www.cga.ct.gov/olr/OLRPASums.asp](http://www.cga.ct.gov/olr/OLRPASums.asp)).

Readers are encouraged to obtain the full text of acts that interest them from the Connecticut State Library, House Clerks Office, or General Assembly's website ([www.cga.ct.gov](http://www.cga.ct.gov)).

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## **ACCOUNTABILITY AND ACHIEVEMENT**

### ***Measuring Student Achievement in School Districts and Schools***

The education reform act revamps the state's education accountability law and establishes a new system for identifying how well schools and school districts are performing based on student achievement on statewide mastery tests and other factors. It establishes new categories of schools and districts in order to take action to improve academic achievement.

The act creates two measurements, called the district performance index (DPI) and the school performance index (SPI). It uses DPIs to designate two categories of low-performing districts: (1) educational reform districts, which are the 10 districts with the lowest student achievement, and (2) alliance districts, which are the 30 districts with lowest student achievement. It uses SPIs and certain other factors to sort schools into five categories and requires different state responses and interventions for schools depending upon their category.

The act also allows the State Department of Education (SDE) to publicly recognize exemplary schools and promote their best

practices. (**SB 458**, effective on passage)

### ***Alliance Districts and Educational Reform Districts***

The act makes Education Costs Sharing (ECS) grant increases (see below) to the 30 towns with the lowest-performing school districts ("alliance districts") conditional. Under the act, release of the additional funds to alliance district towns is contingent on the education commissioner's approval of the district's plan to improve student and school performance through such methods as extended learning time, improved reading programs, and additional training for teachers and other staff. Districts must spend the increased state funds to implement the approved plan.

The act also establishes a subset of the alliance districts called educational reform districts. These are the 10 districts with the lowest student performance. In addition to the conditional ECS funding, the act targets additional support and services to the educational reform districts. (**SB 458**, effective on passage)

### ***Commissioner's Network of Schools***

The act creates the "commissioner's network of

schools” as a means for the state to intervene in the lowest-performing schools and raise student academic achievement. By July 1, 2014, it requires the education commissioner to select up to 25 schools for the network. The selected schools must begin implementing school turnaround plans by that date.

When a school is chosen for the network, its school district must create a turnaround committee that includes parents and teachers, to develop a turnaround plan for the school based on a menu of school improvement models specified in the act. If the plan is deficient or the committee fails to submit a plan, the education commissioner can use the act’s models to develop his own plan for the school. The act provides for a streamlined collective bargaining process when union contracts need modification in order to carry out the turnaround plan.

The act allows a turnaround committee or the commissioner to choose various nonprofit or government entities to govern or manage network schools, but limits to six the number that can be run by private nonprofit entities, including charter school management organizations that meet the act’s criteria. It requires any nonprofit educational management company that runs a commissioner’s network school to report annually to the commissioner about the school’s

operations and the organization’s finances and fees.

The commissioner must provide funding, technical assistance, and operational support to commissioner’s network schools. The State Board of Education (SBE) must pay any cost of implementing a turnaround plan that exceeds the school’s ordinary operating expenses. (**SB 458**, effective on passage)

### ***Bond Authorizations for High-Quality School Models and Low-Performing Schools***

In support of the education reform act, the legislature authorized (1) up to \$25 million in state general obligation (GO) bonds for alterations, repairs, improvements, technology, equipment, acquisition, and capital startup costs to expand availability of high-quality school models and (2) up to \$16 million in GO bonds for alterations, repairs, improvements, technology, and equipment in low-performing schools in targeted local and regional school districts. (**sSB 25**, effective July 1, 2012)

### **CHARTER SCHOOLS**

#### ***Grants to State Charter Schools***

The education reform act increases the state’s annual per-student grant to state charter schools over three years from

\$9,400 to \$11,500. It increases the grant from \$9,400 to \$10,500 for FY 13, to \$11,000 for FY 14, and to \$11,500 for FY 15 and subsequent fiscal years. (**SB 458**, effective July 1, 2012)

### **Grants to Local Charter Schools**

Starting in FY 14, the education reform act allows SBE to approve (1) operating grants of up to \$3,000 per student and (2) startup grants of up to \$500,000 for local charter schools. To receive a grant (1) the board of education for the charter school and the union representing the board's certified employees must mutually agree on staffing flexibility in the school and SBE must approve the agreement and (2) the school must have either (a) high-quality, feasible strategies for, or a record of success in, serving educationally needy students or (b) a high-quality, feasible plan for, or a record of success in, turning around existing schools with consistently substandard student performance. (**SB 458**, effective July 1, 2012)

### **Charter School Approval Conditions**

Starting July 1, 2012, the education reform act allows SBE to grant new state and local charters only to schools located in towns that, at the time of the application, have (1) at least one school participating in the

commissioner's network or (2) a school district designated as low-achieving under the state's new accountability measures. In addition, two of the first four new state charter schools the SBE approves between July 1, 2012 and July 1, 2017 must be schools providing a dual language or other program models focusing on language acquisition by English language learners (ELLs).

The act also requires SBE, in approving charters, to give preference to applicants whose primary purpose is to (1) serve students (a) with a history of low academic performance or behavioral and social difficulties, (b) receiving free or reduced priced lunches, (c) requiring special education, (d) who are ELLs, or (e) who are just boys or girls; or (2) improve the academic performance of an existing school that has consistently demonstrated substandard academic performance, as determined by the education commissioner. (**SB 458**, effective July 1, 2012)

### **Enrollment Lotteries**

The act allows SBE to waive the required enrollment lottery for charter schools that are designed for (1) students with a history of behavioral and social difficulties; (2) special education students; (3) ELLs; or (4) just boys or girls. Any public school with an SPI that places it in the lowest-performing 5% of schools

that converts to a local charter school must keep the same students and is barred from holding an enrollment lottery.

Finally, the act requires the SDE to study "opt-out lotteries" for determining state and local charter school enrollment. Such lotteries automatically include all students who (1) live in the district where the school is located and (2) are enrolled in any grade the school serves, unless a student opts out and chooses not to participate. (**SB 458**, effective July 1, 2012)

## **EARLY CHILDHOOD EDUCATION/SCHOOL READINESS**

### ***New School Readiness Program Spaces***

The education reform act approves funding for 1,000 new spaces in school readiness programs. Half must be located in educational reform districts, while the other half are split equally between (1) other priority and former priority districts and (2) competitive districts, which are districts not included in either of the other two categories but that are either among the 50 poorest in the state or have one or more schools with high concentrations of low-income students. (**SB 458**, effective on passage)

### ***Early Childhood Education Facility Study***

The education reform act allocates up to \$80,000 of any unspent funds appropriated for new school readiness spaces to the Connecticut Health and Educational Facilities Authority to update its 2008 study of the space and facilities needed to implement access to universal early childhood education for all three- and four-year-olds in the state. (**SB 458**, effective on passage)

### ***Bond Authorization for School Readiness Facilities***

The 2012 bond act authorizes up to \$10 million in state GO bonds for grants to towns and tax-exempt organizations for facility improvements and minor capital repairs to licensed school readiness programs and state-funded day care centers they operate. (**sSB 25**, effective July 1, 2012)

### ***Early Childhood Educator Requirements***

A new law makes several changes in early childhood educators' required qualifications. It (1) modifies (a) the types of schools from which individuals may earn a qualifying degree and (b) the programs to which the requirements apply; (2) requires staff members who are exempt from meeting the qualifications and who accept

employment with a different school readiness program to submit documentation on their progress toward meeting the qualifications; and (3) requires staff members, rather than school readiness programs, to apply for any unspent school readiness funds to help them meet the qualifications. (**PA 12-50**, effective July 1, 2012)

### ***Early Childhood Quality Rating and Improvement System***

The state is planning to create a coordinated system of early care and education and child development by July 1, 2013. A new act makes SDE responsible for developing a quality rating and improvement system for home-, center-, and school-based early child care and learning. It requires the early childhood system to incorporate SDE's rating system. (**SB 458**, effective on passage)

### ***Responsibility for Childcare Programs***

A new act transfers from the Department of Social Services commissioner to the education commissioner authority to (1) contract for, and provide state financial assistance to, towns, human resource development agencies, and nonprofits for child daycare and other childcare programs and (2) establish guidelines for, and oversee, the

programs. (**sSB 299**, effective on passage)

### ***Head Start Advisory Committee***

A new law increases the membership of the Head Start advisory committee from 12 to 14 and revises required qualifications for certain members. (**sSB 299**, effective on passage)

## **GRANTS AND FUNDING**

### ***ECS Grants and the Minimum Budget Requirement***

The education reform act increases FY 13 ECS grants to 136 of the state's 169 towns. These grant increases total \$50 million. The act makes no changes in the ECS formula, although it imposes conditions for alliance districts to receive their grant increases (see above).

The act allows any town receiving an ECS grant increase to keep its FY 13 budgeted appropriation for education at the FY 12 level. It also allows (1) a town with no high school that is paying for fewer students to attend high school in other towns to reduce its minimum budget requirement (MBR) for education in both FY 12 and FY 13 by the full tuition payment reduction; (2) a town to reduce its MBR for FY 13 by up to 0.5% of its FY 12 budgeted appropriation for education to reflect half of any new documented and approved

savings from (a) a regional collaboration or cooperative arrangement with other districts or (b) increased efficiencies within its school district; and (3) a town to use only one of the allowable MBR reduction options. (**SB 458**, effective July 1, 2012)

### ***Municipal Aid for New Teachers***

The education reform act establishes a program starting in FY 14 to provide an annual grant to each educational reform district to allow it to hire five students per year who are graduating in the top 10% of their classes from teacher preparation programs at Connecticut colleges and universities. (**SB 458**, effective July 1, 2012)

### ***Summer School and Extended Day Grant Phase-Outs for Former Priority School Districts***

Starting with FY 14, a new act requires state priority school district grants for summer school and extended school hours to phase out over three years when a district is no longer designated a priority district. Under the act, a former priority district will receive grants of 75%, 50%, and 25% of its final grant as a priority district in the three years following loss of eligibility. (**SB 458**, effective July 1, 2012)

### ***School District Cost-Saving Grants***

A new law allows the education commissioner to provide grants for technical assistance and regional cooperation to help school districts develop plans to implement significant cost savings while maintaining or improving educational quality. (**SB 458**, effective July 1, 2012)

### ***Open Choice Program Incentive for Larger Districts***

The education reform act provides an additional incentive for larger school districts to increase their enrollment of out-of-district students under the Open Choice interdistrict public school attendance program. It does so by giving districts with more than 4,000 students the highest state Open Choice grant (\$6,000 for each out-of-district student) if they increase their Open Choice enrollment by at least 50% as of October 1, 2012. (**SB 458**, effective July 1, 2012)

### ***Youth Service Bureau (YSB) Enhancement Grants***

The state gives each YSB an enhancement grant of between \$3,300 and \$10,000 based on the population of the town or group of towns it serves. Starting with FY 13, a new law caps aggregate grants at the appropriated amount and requires each YSB's grant to be

proportionately reduced if the annual appropriation does not to cover the full payments. (**sSB 299**, effective July 1, 2012)

### ***School Breakfast Program***

A new law expands eligibility for competitive grants to help schools establish in-classroom school breakfast programs by making schools eligible if at least 20%, rather than 40%, of the lunches they serve are free or reduced-price. (**sSB 299**, effective on passage)

### ***Leadership, Education, and Athletics in Partnership (LEAP) Program Reports***

A new act requires LEAP grantees to submit (1) required program and financial reports and grant fund audits to SDE rather than the Office of Policy and Management (OPM) and (2) the reports annually rather than quarterly. (**sSB 299**, effective on passage)

## **HEALTH AND SAFETY**

### ***Students with Diabetes or Glycogen Storage Disease***

A new law (1) allows a qualified school employee selected by the school nurse or principal to administer an emergency glucagon injection to a student with diabetes under certain conditions and (2) bars a school district from restricting the time or place where a student

with diabetes may test his or her blood-glucose levels in school, if the student has written permission from his parents or guardian and a written order from his or her Connecticut-licensed physician.

For students with glycogen storage disease, the act requires school districts to develop individualized health care and action plans that allow the students' parents or guardians, or those they designate, to administer food or dietary supplements to them on school grounds during the school day. (**sHB 5348**, effective on passage).

### ***School Medical Advisors***

A new law revises and updates school medical advisors' duties and responsibilities to include (1) planning and administering each school's health program, (2) advising and consulting on school health services and environments, and (3) performing other duties as agreed between the advisor and his or her appointing school board. (**sSB 299** and **sHB 5348**, effective July 1, 2012)

### ***Physical Activity Requirement for K-5 Students***

A new law requires public schools to include at least 20 minutes of physical exercise, instead of an unspecified period of physical activity, in each regular school day for students in kindergarten through grade

five. (**sHB 5348** and **SB 458**, effective July 1, 2012)

**Training Students in CPR and Use of AEDs**

A new law requires the SBE to make available curriculum and other material to help and encourage school districts to offer training to students in cardiopulmonary resuscitation (CPR) and the use of automatic external defibrillators (AEDs). (**sHB 5348**, effective July 1, 2012)

**Age Disparity of Private School Students Riding School Busses**

A new law requires the supervisory agent for each private school that receives school transportation services from the local or regional school board where it is located to develop and implement a policy to notify students' parents and guardians when there may be an age difference of at least 10 years among students riding the same school bus. (**HB 5170**, effective July 1, 2012)

**INTERDISTRICT MAGNET SCHOOLS**

**Grant Increases for Non-Sheff Magnet Schools**

The education reform act increases annual state per-pupil operating grants for non-Sheff

interdistrict magnet schools as shown in the table below.

<i>Type of Interdistrict Magnet School</i>	<i>Per-Student Grant</i>	
	<i>Prior Law</i>	<i>The Act</i>
Operated by local school district ("host magnet")	\$6,730	\$7,085
Operated by RESC ("RESC magnet") with less than 55% of its students from a single town	\$7,620	\$7,900
RESC magnet with 55% or more of its students from a single town ("dominant town") – with one exception (see below)	For each student from outside the dominant town: \$6,730 For each student from the dominant town: \$3,000	For each student from outside the dominant town: \$7,085 For each student from the dominant town: \$3,000
RESC magnet with between 55% and 80% of students from a dominant town	For each student from outside the dominant town: \$6,730 For each student from the dominant town: \$3,833	For each student regardless of originating town: \$8,180

(**SB 458**, effective July 1, 2012)

**Bond Authorization for Sheff Magnet Schools**

The bond act authorizes up to \$13.6 million in state GO bonds for interdistrict magnet schools that help the state meet the 2008 *Sheff v. O'Neill* settlement

agreement and court order. Eligible costs include purchasing a building or portable classrooms; leasing space; and purchasing equipment, including computers and classroom furniture. (**sSB 25**, effective July 1, 2012).

### ***Three Rivers Community-Technical College Magnet School***

A new law makes the community-technical colleges board of trustees eligible for state interdistrict magnet school construction, operating, and transportation grants on behalf of an interdistrict magnet school operated by Three Rivers Community College. (**sSB 299**, effective July 1, 2012)

### ***Hartford and the Great Path Academy***

A new act gives the Hartford school district, as the successor operator of Great Path Academy magnet school on behalf of Manchester Community College, the same state operating grants, and allows it to charge sending districts the same tuition, as its predecessor, the Capitol Region Education Council. (**sSB 299**, effective on passage)

### ***Bloomfield Magnet School Diversity Exemption***

New legislation extends for an additional year, through FY 12, an exemption for Bloomfield's Big

Picture Magnet School from the student diversity requirements for interdistrict magnet schools. The exemption allows the school to continue receiving a state magnet school operating grant for FY 12. Starting July 1, 2012, the school must reopen as The Global Experience Magnet School under an operation plan approved by the education commissioner. (**SB 458**, effective on passage)

### ***Magnet School Operating Grant Adjustments***

A new act requires SDE to adjust for any overpayment of interdistrict magnet school per-student operating grants in any year in the May 1 payment for the following year. (**sSB 299**, effective on passage)

## **READING**

### ***Intensive Early Reading Program***

The education reform act requires the education commissioner to create a new intensive kindergarten-to-grade-three (K-3) reading program to improve literacy and narrow achievement gaps. Starting July 1, 2012, he must select five low-achieving schools each year to participate. The schools must be (1) located in an educational reform district, (2) participating in the commissioner's network, or (3) have SPIs among lowest 5% of all schools. The program must

include (1) routine student reading assessments, (2) scientifically based instruction, (3) an intensive reading intervention strategy, and (4) an intensive summer school reading program.

The intervention strategy must include one reading coach and four reading interventionists for each school, all funded by the state, as well as (1) teacher and administrator training in reading research and (2) administrator training in assessing classrooms to ensure students are proficient readers. Students at priority schools who are reading below proficiency must also be enrolled in an intensive summer school reading program that includes components named in the act.

The act also extends an existing pilot study to promote best practices in early literacy and closing academic achievement gaps for an additional year. (**SB 458**, effective July 1, 2012)

### ***Statewide Reading Assessments***

The education reform act requires SDE, by January 1, 2013, to develop or approve reading assessments that school districts must use to identify K-3 students whose reading is deficient. The assessments must (1) include frequent student screening and progress monitoring; (2) measure phonics, phonemic awareness, fluency, vocabulary, and comprehension;

(3) allow for periodic assessments during the school year; (4) produce data useful for developing individual and classroom instruction; and (5) be compatible with best practices in reading instruction and research. (**SB 458**, effective July 1, 2012)

### ***Statewide K-3 Reading Plan***

The education reform act requires SDE, by July 1, 2013, to develop a coordinated statewide reading plan for K-3 students that contains research-driven strategies to produce effective reading instruction and improve student performance. The plan must include, among other things:

1. the alignment of reading standards, instruction, and assessments;
2. an intervention for each student who is not making adequate reading progress and enhanced instruction for students reading at or above grade level;
3. reading instruction coordination among parents, students, teachers, and administrators at home and school;
4. school district reading plans;
5. teacher training and performance tests aligned with teacher preparation courses and professional development activities; and
6. research-based literacy training for early childhood

care and education providers and instructors working with children from birth to age five.

(**SB 458**, effective July 1, 2012)

### ***Incentive Program to Improve Reading***

The education reform act requires the education commissioner to establish an incentive program for schools that (1) increase the number of students who meet reading goals on Connecticut mastery tests by 10% and (2) demonstrate the methods and instruction used to achieve those results. The incentives can include public recognition, financial rewards, and enhanced autonomy or operational flexibility. (**SB 458**, effective July 1, 2012)

### ***Pre-Literacy Course***

The education reform act requires the SDE, by July 1, 2013 and in consultation with the Board of Regents for Higher Education, to design and approve a pre-literacy course to be included in the bachelor's degree program with an early childhood education concentration offered by a higher education institution accredited by the Board of Governors of Higher Education. The course must be practice-based and specific to pre-literacy and language skills instruction for early childhood education

teachers. (**SB 458**, effective July 1, 2012)

### ***Oral Language and Pre-Literacy Information-Sharing System***

The education reform act requires the SDE to collaborate with the Governor's Early Care and Education Cabinet to develop a system to share information about children's proficiency in oral language and pre-literacy between preschool and school readiness programs and kindergarten. (**SB 458**, effective July 1, 2012)

### ***Even Start Family Literacy Program Grants***

A new law requires SDE to administer an Even Start program to provide grants for new or expanded local family literacy programs that provide literacy services for children and their parents. (**sSB 299**, effective on passage)

## **SCHOOL CONSTRUCTION**

### ***Projects Authorized***

The legislature (1) authorized \$344.5 million in grant commitments for 20 new local, vocational agriculture (vo-ag), and interdistrict magnet school construction projects; (2) reauthorized and changed grant commitments for three previously authorized projects with significant changes

in cost and scope with a total net increase of \$1.85 million in grant commitments; and (3) exempted specified school construction projects from various statutory and regulatory requirements to allow them to qualify for state grants. (**sHB 5358**, effective on passage)

### ***Transfer of Certain School Construction Responsibilities***

A new law (1) allows qualifying endowed academies to apply for and receive state school construction grants; (2) transfers responsibility for certain required school facility, indoor air quality, and green cleaning program reports from SDE to the Department of Construction Services (DCS); and (3) requires the DCS, rather than the education, commissioner to determine whether a school renovation costs less than a new building and thereby qualifies for a higher state cost reimbursement. (**sSB 299**, effective on passage)

### ***State Reimbursement for Certain Interdistrict Projects***

A new law reduces the state reimbursement for vo-ag equipment and regional special education facility projects from 95% to 80% of their eligible costs. (**sSB 299**, effective on passage).

## **SCHOOL DISTRICTS AND BOARDS OF EDUCATION**

### ***Uniform System of Accounting and Chart of Accounts***

The education reform act requires SDE to develop and implement a uniform system of accounting for school revenues and expenditures that includes a chart of accounts for use at the school and school district level. The chart must include (1) all amounts and sources of revenue that a board of education, RESC, charter school, or charter management organization receives and (2) all cash or real property donations to a school district or school totaling an aggregate of \$500 or more. By FY 15, school boards and other entities must use the chart of accounts to file their annual financial reports with the state. (**SB 458**, effective on passage)

### ***Electoral Process for Reconstituted School Boards***

In cases where the SBE authorizes the education commissioner to reconstitute a local board of education in a low-achieving district, a new law requires him to notify local officials and the secretary of the state (SOTS) regarding the electoral process when the reconstitution starts and concludes. It suspends the

electoral process for the board for the reconstitution period.

The education commissioner must notify the town clerk and the SOTS at least 175 days before the reconstituted board's term ends. When the SOTS receives the notice, the electoral process for a local board of education begins according to municipal election law. (**SB 458**, effective on passage)

### ***Information on School Choice Options***

A new law requires each board of education to post information about technical high schools, regional vo-ag centers, interdistrict magnet schools, charter schools, interdistrict student programs, and alternative high schools on its website. (**SB 458**, effective July 1, 2012)

### ***Study of Small District Issues***

The education reform act requires SDE to study issues related to school districts with fewer than 1,000 students. It must consider (1) financial disincentives for each year a district spends 10% or more above the state per-student average cost; (2) financial incentives for such districts to consolidate; (3) the \$100-per-student ECS regional bonus and the effect of other state reimbursement bonuses for regional districts and cooperative

arrangements; and (4) the MBR. (**SB 458**, effective on passage)  
***Report on Efforts to Reduce Racial, Ethnic, and Economic Isolation in Schools***

A new act delays, from October 1, 2011 to October 1, 2012, the start of a revised schedule for school districts' biennial reports to SDE on their programs and activities to reduce racial, ethnic, and economic isolation. (**sSB 299**, effective on passage)

### ***Changes to Reflect Increased School Dropout Age***

To correspond with a change in the school dropout age, a new law increases, from 16 to 17, the minimum age at which a student who (1) has left school may receive a state high school diploma or enroll in adult education, (2) has been expelled may be offered enrollment in an adult education program as an alternative educational opportunity, or (3) is a mother may request and receive permission from the local or regional board of education to attend adult education classes. (**sSB 299**, effective passage)

### ***Updated Minimum Local Financing Requirement for Education***

By law, local and regional school boards must implement state laws and the state's educational interests, including

financing education at a statutory minimum. A new law updates this minimum from the minimum expenditure requirement (MER) to the MBR. Towns must meet the minimum as a condition of receiving state ECS grants. The MER is obsolete and was supplanted by the MBR in 2005. (**sSB 299**, effective on passage)

## **SPECIAL EDUCATION**

### ***Use of Restraint or Seclusion***

A new law requires local school boards and other entities providing special education to children, when recording instances of seclusion or restraints used on a child, to indicate whether the seclusion was in accordance with the child's individualized education program (IEP) or whether the use of seclusion or restraints was an emergency. It also requires, rather than allows, the SBE to review and summarize this information and provide it to the Children's Committee for inclusion in the children's report card. (**sHB 5347**, effective July 1, 2012)

### ***Minority Students Identified for Special Education***

A new law requires SDE to identify school districts that disproportionately and inappropriately identify minority students as requiring special education because of reading

deficiencies. Such districts must submit annual reports to SDE describing their plans to reduce the misidentification by improving reading assessments and interventions for K-3 students.

SDE must study the plans and strategies the districts use that demonstrate improvement in this area and examine the correlation between improved teacher training in the science of reading and reduced misidentification of students requiring special education. (**SB 458**, effective July 1, 2012)

### ***Planning and Placement Teams (PPT) Information for Parents***

A new law requires a school district providing special education to offer to meet with the student's parents, at their request, after the student has been assessed for possible placement in special education and before the PPT meets. The meeting must be to discuss the PPT process and any concerns the parent has about the student.

It also requires school boards to give parents (1) at their request, copies of the assessment and evaluation results used to determine special education eligibility at least three school days before the referral PPT meeting at which the assessments will be first discussed and (2) any SDE information and resources

relating to IEPs as soon as a child is identified. (**sHB 5353**, effective July 1, 2012)

### ***Teacher Training in Implementing IEPs***

A new law requires preparation, in-service training, and professional development programs for teachers to include expanded instruction and training on implementing IEPs. (**sHB 5353**, effective July 1, 2012)

### ***Special Education Excess Cost Grant***

When a child is placed in a school district other than his or her district of origin, a new law specifies which school district is eligible to receive the state reimbursement for special education costs exceeding 4.5 times the district's average per-pupil costs. (**sHB 5353**, effective July 1, 2012)

### ***Deaf and Hearing Impaired Children***

A new law (1) requires any IEP for a child identified as deaf or hearing impaired to include a language and communication plan developed by the child's PPT and (2) specifies the items the plan must include. (**sHB 5353**, effective on passage)

### ***Special Education Advisory Council***

A new law expands the council's membership and revises the qualifications of several appointees. It requires all council appointments to be made by July 1, 2012 rather than July 1, 2010. (**sSB 299**, effective on passage)

### ***Special Education Payments for Children in DMHAS Facilities***

By law, the Department of Mental Health and Addiction Services (DMHAS) must provide regular and special education services to eligible residents in its facilities. A new act transfers the responsibility for paying for these costs from the SBE to DMHAS. (**SB 458**, effective July 1, 2012)

### ***STATE BOARD AND STATE DEPARTMENT OF EDUCATION***

#### ***SDE Website Information***

The education reform act requires SDE to annually make available on its website: (1) the statewide performance management and accountability plan required by the act; (2) a list of schools, ranked by SPI; (3) the formula and method used to calculate each school's SPI; and (4) the alternative versions of the formula used to calculate school subject indices for non-elementary grades. (**SB 458**, effective July 1, 2012)

## ***After-School Program Report***

A new law delays the deadline for SDE's biennial after-school grant program report to the Education Committee from December 1 to February 15, starting February 15, 2012. (**sSB 299**, effective on passage)

## **TEACHERS, ADMINISTRATORS, AND OTHER SCHOOL EMPLOYEES**

### ***Certification and Qualifications***

The education reform act bolsters teacher preparation programs and teacher qualifications by:

1. establishing a state distinguished educator designation for experienced, successful teachers who have advanced education beyond the master's degree and who meet SBE-established performance requirements;
2. starting July 1, 2015, requiring teacher preparation programs to offer classroom experience in each of four semesters; and
3. starting July 1, 2016, requiring an applicant for a professional educator certificate to hold a master's degree in a subject relevant to his or her teaching. (**SB 458**, effective July 1, 2012)

Another act (1) allows only teachers who receive an early childhood nursery through grade three endorsement on or after

July 1, 2013 to teach kindergarten and (2) makes elementary education endorsements issued on or after that date valid only for teaching grades one through six. The act makes an exception for individuals who (1) are admitted to a teacher preparation program in the elementary education endorsement area at or before the start of the 2012 fall semester, (2) successfully complete the program, and (3) receive the endorsement by July 1, 2017. (**PA 12-63**, effective July 1, 2012)

### ***Professional Development***

As of July 1, 2012, the education reform act eliminates the requirement that educators holding professional-level certificates take 90 continuing education units (CEUs) every five years to continue their certificates. Beginning July 1, 2013, it revamps required professional development programs for teachers and administrators to emphasize improved practice and job-embedded individual and small-group coaching sessions. It requires all certified employees to participate in the new professional development programs.

The act also requires the education commissioner to establish a teacher professional development program for elementary school teachers to provide intensified training in

reading instruction. The commissioner must annually review professional development for teachers holding professional certificates with early childhood nursery through third grade or elementary school endorsements and assess whether the professional development meets state goals for student academic achievement.

Finally, it requires SDE to audit district professional development programs and assess financial penalties against districts that are out of compliance with the act. (**SB 458**, effective July 1, 2012)

### ***Annual Evaluations for Teachers and Administrators***

The education reform act requires school districts to evaluate teachers and administrators every year using new evaluation and support programs that align with state model guidelines to be issued July 1, 2012. It expands the requirements for the model guidelines to include, among other things, (1) use of four ratings to evaluate teacher performance; (2) scoring systems to determine the ratings; and (3) a validation procedure for SDE, or an SDE-approved third-party entity, to audit awards of the lowest and highest ratings. It also requires the guidelines to call for improvement and remediation plans for teachers with subpar ratings to be developed in consultation with

the affected employee and his or her union representative.

The act requires the education commissioner to run a pilot program on local evaluation systems that comply with the state model guidelines in a diverse group of eight to 10 districts during the 2012-13 school year. UConn's Neag School of Education must evaluate the pilot and make recommendations to SBE on validating the model guidelines.

Before implementing their new programs, but no later than July 1, 2014, school districts must train both the evaluators and teachers being evaluated. Once the program is in place, they must include ongoing training on evaluation programs in their regular in-service training programs for teachers. (**SB 458**, effective on passage)

### ***Tenure and Termination***

Starting July 1, 2014, the act requires school superintendents to use evaluations to inform their decisions on granting tenure to teachers and administrators. It allows districts to terminate teachers or administrators whose evaluations find them to be ineffective and who fail to successfully complete remediation plans. The act also streamlines teacher termination hearings by reducing the maximum time for the process to unfold and limiting each side's testimony and evidence to six

hours, unless the hearing official extends the time for good cause.

The act requires termination hearings for incompetence or ineffectiveness to address whether the teacher's performance ratings were (1) determined in good faith according to the required evaluation procedures and (2) reasonable in light of the evidence presented. (**SB 458**, effective July 1, 2014)

### ***Reading Instruction Tests for Teachers***

Starting July 1, 2013, the education reform act requires (1) all certified school employees working with K-3 students to take a practice version of an SBE-approved reading instruction exam and (2) certified teachers with comprehensive special education or remedial reading and language arts endorsements to pass the SBE-approved reading instruction test. (**SB 458**, effective July 1, 2012)

### ***Superintendents and Acting Superintendents***

The education reform act extends the maximum time for which a school board may appoint someone who does not have a Connecticut superintendent certificate as an acting superintendent from 90 days to one school year. It also requires the acting superintendent, during this

probationary period, to successfully complete an SBE-approved educational leadership program offered by a Connecticut higher education institution. At the end of the probationary period, it allows the education commissioner to waive certification so the board may appoint the acting superintendent to be the district's permanent superintendent. (**SB 458**, effective July 1, 2012)

### ***Information Submitted for Employee Background Checks***

A new act (1) requires RESCs to maintain the fingerprints and positive identifying information submitted for required state and national criminal history record checks of certain school personnel for four years and then destroy them and (2) allows the fingerprints or other information to be in electronic form. (**sSB 299**, effective on passage)

### **VOCATIONAL-TECHNICAL (V-T) SCHOOLS, VOCATIONAL AGRICULTURE (VO-AG) PROGRAMS, AND STUDENT JOB TRAINING PROGRAMS**

### ***Technical High School System Governing Board and Budget***

A new law changes the name of the regional V-T schools to the Connecticut technical high school system (CTHSS) and creates a new 11-member board to govern it. The new board

consists of four business executives appointed by the governor, five members appointed by SBE, and the economic and community development and labor commissioners. The governor appoints the chairperson, who also serves as a nonvoting ex-officio member of the SBE.

The act requires the CTHSS superintendent to submit a proposed operating budget for the system to the CTHSS board. If the board disapproves it, it must adopt an interim budget, which takes effect at the start of the fiscal year and remains in effect until the superintendent submits, and the board approves, a modified operating budget. (**SB 458**, effective July 1, 2012)

### ***Services Provided by CTHSS Students***

Although the Code of Ethics generally prohibits public officials, state employees, their immediate family members, and businesses with which they are associated from entering into state contracts valued at \$100 or more, new legislation allows such individuals and businesses to contract with the CTHSS for its students to perform services in conjunction with their vocational, technical, or technological education and training. The CTHSS superintendent must establish an open and transparent process for reviewing such contracts. (**sSB 340**, effective July 1, 2012)

### ***Per-Student Grant For Vo-Ag Centers***

A new act increases the annual state grant for each student attending a regional agricultural science and technology (“vo-ag”) center from \$1,355 to \$1,750. It also prohibits local and regional boards of education that operate centers from using any increase in state funding to supplant local education funding for FY 13 or any subsequent fiscal year. (**SB 458**, effective July 1, 2012)

### ***Minors Working in Manufacturing or Mechanical Internships***

New legislation allows minors to work in hazardous duty jobs while participating in manufacturing or mechanical internships in any manufacturing or mechanical establishment. It defines an internship as supervised practical training of a high school student or recent graduate that is comprised of curriculum and workplace standards approved by SDE and the Department of Labor (DOL). (**SB 383**, effective July 1, 2012)

### ***Exemption from Water System Operator Certification Fee***

The legislature exempted students enrolled in accredited high school small water system operator certification courses from the \$224 fee otherwise

required for small water operator certification. (**HB 5514**, effective October 1, 2012)

## **HIGHER EDUCATION**

### ***Remedial Education***

A new law requires the Connecticut State University System (CSUS) and the community-technical colleges (CTC), beginning by the 2014 fall semester, to offer (1) certain students remedial support embedded with the corresponding entry-level course in a college-level program and (2) certain other students an intensive college readiness program. It generally prohibits other forms of remedial education after that time.

It also requires public high schools, CSUS, and CTC to align their curricula by the fall semester of 2016. Beginning by the 2014-15 school year, it requires early assessment of eighth and 10<sup>th</sup> grade students' college readiness and the sharing of the results with students, parents or legal guardians, and schools. (**PA 12-40**, effective July 1, 2012)

### ***Transfer and Articulation***

The legislature required CSUS and CTC to develop and implement, by July 1, 2013, a general education core of courses. The core must comprise at least 30 academic credits and be offered in CSUS's and CTC's

liberal arts and sciences programs and any other degree program designated as a transfer program. If a student earns academic credits from the core and subsequently transfers to the other system or a different institution in the same system, the credits must count towards that system's core requirements. (**PA 12-31**, effective July 1, 2012)

### ***Sexual Violence on College Campuses***

New legislation requires public and private higher education institutions to adopt and disclose one or more policies on sexual assault and intimate partner violence. The policies must include provisions for (1) providing information to students about their options for assistance if they are victims of such violence, (2) disciplinary procedures, and (3) possible sanctions. Institutions must include the policies in their uniform campus crime report, which is produced annually and made available to students, employees, and applicants for admission.

The act also requires such institutions, within existing budgetary resources, to offer (1) sexual assault and intimate partner violence primary prevention and awareness programming for all students and (2) ongoing prevention and awareness campaigns. (**PA 12-78**, effective July 1, 2012)

### ***AED Requirements for Higher Education Athletic Departments***

A new law requires each higher education institution's athletic department to have at least one automatic external defibrillator (AED) provided and maintained in a central location not more than a quarter mile from the premises it uses for intercollegiate sport practice, training, or competition. Departments must also, among other things, make the AED's location known and accessible to its employees and student-athletes and ensure that at least one licensed athletic trainer or other person trained in CPR and AED use is on department premises during all practices, training, and competitions. (**HB 5514**, effective October 1, 2012)

### ***Higher Education Trends***

New legislation requires the executive director of the Office of Financial and Academic Affairs for Higher Education (OFAAHE) to report on where Connecticut fits in state, regional, and national higher education trends. The report must be based on data and information the office collects and include trends on expenditures, funding, enrollment, faculty and staff positions, cost sharing, and student financial aid. (**PA 12-10**, effective July 1, 2012)

### ***Board of Regents Faculty Advisory Committee***

A new law expands, from seven members to 10, the size of the faculty advisory committee to the Board of Regents for Higher Education (BOR). It requires the committee to have one administrative faculty member each from CSUS, CTC, and Charter Oak State College. These administrative faculty members must provide direct student services. The act specifies that the other committee members must be teaching faculty: three each from CSUS and CTC and one from Charter Oak. (**PA 12-7**, effective July 1, 2012)

### ***UConn***

***Intellectual Property.*** A new law specifies that UConn automatically owns or participates in the ownership and is entitled to custody of inventions conceived by UConn employees solely, jointly, or with non-employees. The inventions must (1) be conceived in performance of the employee's customary or assigned duties; (2) emerge from a research, development, or other university program; or (3) be conceived or developed at UConn's expense or with the aid of its equipment, facilities, or personnel.

***Requirements Eliminated.*** The legislature eliminated a requirement that an independent auditor verify the book values of certain UConn Health Center

(UCHC) accounts receivable that are estimated to be collectible. It instead allows the state auditors to verify these book values at the comptroller's request.

The new act also eliminates requirements that UConn (1) submit its mission statement to the BOR for review and approval, (2) recommend institutional or campus mergers or closures to BOR, and (3) submit a quarterly report to OPM through BOR on the actual expenditures of the UConn and UCHC operating funds. In this last case, it instead requires UConn to submit this report directly to OPM. It also eliminates BOR's authority over UConn mergers and closures. (**sHB 5279**, effective July 1, 2012)

### ***Advertisements for Bidding Opportunities***

The legislature eliminated a requirement that public higher education institutions advertise, in hard-copy publications, bidding opportunities for goods and services expected to cost more than \$50,000 while retaining a requirement that such opportunities be posted online. (**sHB 5279**, effective July 1, 2012)

### ***Compliance Audits***

A new law requires annual, rather than semiannual, internal audits of public higher education institutions' compliance with their faculty consulting policies

adopted under the State Code of Ethics. By law, the policies must address (1) the appropriate use of the institutions' proprietary information, (2) conflicts of interest, and (3) the appropriate use of a faculty member's association with the institution. (**sHB 5279**, effective July 1, 2012)

### ***Office of Financial and Academic Affairs for Higher Education***

A new law transfers several duties from the BOR to OFAAHE, which it renames as the Office of Higher Education (OHE). It also authorizes OHE to perform several functions, while retaining the authority BOR has to perform them under existing law. (**sHB 5032**, effective on passage)

### ***Capitol Scholarship Program***

The legislature eliminated a moratorium for FY 12 and FY 13 on new students receiving financial assistance under the Capitol Scholarship Program. It also eliminated a requirement that grants be proportionately reduced in FY 12 and FY 13 if total program grants exceed the program's budgeted appropriation. (**HB 5276**, effective on passage)

### ***Community College Adjunct Faculty Retirement***

A new law allows an adjunct CTC faculty member to irrevocably waive participation in a state employee retirement plan within 60 days of beginning employment. The waiver remains irrevocable if the faculty member accepts subsequent part-time employment with the CTC system, CSUS, UConn, or Charter Oak State College. The change allows these faculty members to make tax-deductible contributions to individual retirement accounts (IRA). (**PA 12-52**, effective July 1, 2012)

### ***Department of Labor Information Sharing***

A new law allows the labor commissioner to disclose to the BOR president, for use in his official duties and to the extent necessary to evaluate programs at higher education institutions governed by BOR, certain employment information that is generally otherwise confidential. The president must enter into a written confidentiality agreement with DOL before accessing the information. (**sSB 237**, effective July 1, 2012)

### ***Financial Aid Program Data***

New legislation requires higher education institutions to annually submit to OFAAHE information on students receiving assistance through the

Connecticut Independent College Student Grant (CICSG), Connecticut Aid for Public College Students (CAPCS), or Capitol Scholarship programs. Institutions must submit the information by October 1, 2012 and annually thereafter. The act prohibits institutions that do not submit the required information from participating in the programs in the following fiscal year. (**SB 43**, effective July 1, 2012)

### ***CHEFA and CHESLA Merger***

A new law merges the Connecticut Health and Educational Facilities Authority (CHEFA) with the Connecticut Higher Education Supplemental Loan Authority (CHESLA) by making CHESLA a subsidiary of CHEFA. CHESLA retains authority to, among other things, issue loans and bonds and hire its own employees. The act also, among other things, (1) dissolves and reconstitutes the CHESLA board of directors and (2) expands the pool of higher education institutions for which CHEFA may finance capital projects. (**sSB 29**, effective July 1, 2012)

### ***Live Here, Learn Here Program***

A new law opens to more students the Live Here, Learn Here Program, which helps graduating students save money toward a down payment on a first home in Connecticut. In addition

to students graduating from the CTHSS and in-state students graduating from state colleges and universities after January 1, 2014, the new legislation opens the program to any student graduating from a public or private college or a health care training school in Connecticut. (**PA 12-75**, effective on passage)

### ***Exemption from Competitive Bidding Requirements for Technology Purchases***

New legislation allows the chief executive officer of a higher education constituent unit to buy a technology product or process, or spend money for its development, without competitive bidding or negotiation, if it: (1) will be tested in the constituent unit as part of a trial; (2) is part of or related to one of the unit's research programs; (3) has potential commercial applications and benefit to the state's economy; (4) has no adverse effect on individual safety; and (5) has been recommended by a committee that includes the unit's purchasing official, chief academic officer, and chief economic development officer or their designees. (**sSB 80**, effective July 1, 2012)

## **MUSEUMS**

### ***Museum Authority Over Loaned Property***

A new law allows a museum, after giving notice, to take ownership of certain property loaned to it if the lender fails to reclaim it at the end of a loan agreement or, if there is no agreement or the loan period is indefinite, the museum has had it for at least five years. It also (1) allows a museum, in the absence of a contrary loan agreement, to apply conservation and protective measures to loaned property without the lender's permission under certain circumstances; (2) gives the museum a lien against the property for the cost of the measures; and (3) as long as its actions were reasonable, relieves it from liability for any damage to the property the measures cause.

The new law applies to (1) nonprofit or public institutions organized for scientific, educational, cultural, historic, or aesthetic purposes, and (2) tangible objects with intrinsic educational, scientific, historical, aesthetic, artistic, or cultural value. It does not apply to property held under the federal Native American Graves Protection and Restoration Act. (**HB 5355**, effective October 1, 2012)

JSL:TA/tjo

Tentative minutes of the Bethel Board of Education Regular Meeting held on May 17, 2012, in Board of Education Conf. Room E.

Attendance: None.

Administrative Attendance: K. Smith, J. Jordan, T. Yonsky, P. Chapman, R. Germinaro, B. Kirmil, C. Troetti

L. Craybas, Chairman, called the meeting to order at 7:00 PM.

Board Members Present: Attendance Taken at 7:05 PM:

**Present Board Members:**

Mr. Larry Craybas  
Mrs. Kristen Lacey  
Mrs. Melanie O'Brien  
Mrs. Robin Renner  
Mr. Ted Stevenson

**Absent Board Members:**

Mr. Stuart Carlsen  
Mr. Scott Clayton  
Mr. William Duff  
Mr. Bryan Terzian

**Updated Attendance:**

Mr. Scott Clayton was updated to present at: 7:05 PM  
Mr. Stuart Carlsen was updated to present at: 7:25 PM  
Mr. William Duff was updated to present at: 8:45 PM

**1. Call to Order**

- 1.A. Roll Call for Quorum
- 1.B. Pledge of Allegiance

**2. Approval of Minutes**

**2.A. April 26, 2012 - Regular Meeting**

Discussion:

L. Craybas noted that M. O'Brien and S. Clayton were excused from the April 26<sup>th</sup> meeting as they gave the Chairman prior notice. Also, W. Duff had abstained on the motion to approve the statement of Board of Education on 2012-2013 Education Budget.

<p><b>Motion Passed:</b> Move to approve the minutes of April 26, 2012 - Regular Meeting as amended. Passed with a motion by Mrs. Robin Renner and a second by Mrs. Melanie O'Brien. Mr. Stuart Carlsen      Absent</p>
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Mr. Scott Clayton	Absent
Mr. Larry Craybas	Yes
Mr. William Duff	Absent
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Absent

**3. Board Recognition/A Salute to Excellence**

**3.A. CABE Student Leadership Awards**

Discussion:

The Board congratulated the following students on receiving the CABE Student Leadership Award for 2012: Abdullah Hasan, Bethel High School; Madison Denny, Bethel High School; Kevin Sholtes, Bethel Middle School; and Kendall Meenan, Bethel Middle School.

**3.B. C.A.P.S.S. Student Awards**

Discussion:

The Board congratulated the following students on receiving the C.A.P.S.S. Student Award for 2012: Paige Grant, BHS Senior; Shawn McNamarra, BHS Senior

**4. Correspondence**

Discussion:

- Letter from Lt. Commander Mark Dwinells USN (Ret) to United States Representative Christopher Murphy regarding supporting the expansion of the Junior Reserve Officers Training Corps programs in the state of Connecticut and for your support of hiring a third instructor for the Bethel High School Navy JROTC program.
- Letter from Dr. Smith, Superintendent to Mr. Knickerbocker, First Selectman, regarding feedback from Parent Survey regarding effectiveness of communication, diversity of extra-curricular activities offered at each school, satisfaction with the quality of education at each school and direction of the school district in general.
- Email from Mr. Bill Hillman to Board of Education acknowledging and thanking Dr. Smith for complying with his FOI request.

**5. Audience Participation**

Discussion:

None.

## 6. Administrative/Board Member Update

Discussion:

- Dr. Smith and Dr. Jordan reviewed with the Board S.B. 458 – An Act Concerning Educational Reform and its impact on teacher certification and professional development requirements.
- Dr. Smith informed the Board the NJROTC has received 'Distinguished Unit with Honors' again.
- Dr. Smith informed the Board the Sikorsky Innovations STEM Challenge competition was held on Sat and results will be announced June 5th.
- Dr. Smith thanked L. Craybas and T. Stevenson for attending Sodexo's Future Chef competition.

## 7. Reports to the Board

### 7.A. Facilities

#### 7.A.1. Rockwell/Johnson Schools Feasibility Study

Discussion:

Mr. Jim Barrett, DRA presented the options developed in the feasibility study to allow the Board to make plans to take the next steps.

Mr. Barrett explained the next steps for the Board are to think through the choices, come to a consensus on a direction, and meet to determine costs at that time.

### 7.B. Curriculum

#### 7.B.1. BHS Field Trip Request - Quebec, Canada

**Motion Passed:** Move to approve request for BHS Field Trip to Quebec, Canada. Passed with a motion by Mr. Ted Stevenson and a second by Mr. Stuart Carlsen.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Absent
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Absent

## 7.B.2. Multi-variable Calculus Curriculum Proposal

**Motion Passed:** Move to approve Multi-variable Calculus Curriculum. Passed with a motion by Mr. Ted Stevenson and a second by Mr. Stuart Carlsen.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Absent
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Absent

## 7.C. Finance

### 7.C.1. Apple Lease Renewal

**Motion Passed:** Resolved: That the Bethel Board of Education approve the extension of the existing lease agreement by and between the Town of Bethel and the Apple Leasing dated May, 2011 for a term of five years, the lease obligation there under is \$104,924/yr. The Board of Education has confirmed that the total of all equipment lease obligations do not exceed the total figure for this purpose as approved in the 2011-12 Board of Education budget; that the equipment list attached to the proposed lease has been reviewed and is acceptable; and the lease terms and conditions including financing terms have been approved by the Director of Fiscal Services; and that all representations required by Lessor to be made by Lessee are true and complete; Be it Resolved: That the Bethel Board of Education authorizes the Director of Fiscal Services, Theresa D. Yonsky, on its behalf to negotiate with the Lessor and to execute any documentation reasonably required in connection with the execution of the Lease. The Board of Selectmen and Comptroller may rely upon certified true copy of this resolution as due authorization by the Bethel Board of Education that the Lease is in acceptable form and content and a binding obligation of the Bethel Board of Education that it will manage, administer and pay according to its terms, and Be it Further Resolved: That the Comptroller, the Board of Selectmen and the Town Attorney may rely upon these resolutions in executing the Lease and /or any other related documents required of the Lessee by the Lessor in order to affix its or his or her signature as may be required pursuant to the Town of Bethel Charter. Passed with a motion by Mr. Larry Craybas and a second by Mr. Stuart Carlsen.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Absent
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes

Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Absent

**Subsidiary Motion Passed:** The Board of Education waives the bid process for the Apple Inc. purchases made through the Apple lease agreement renewed May/June 2012. Passed with a motion by Mr. Ted Stevenson and a second by Mrs. Melanie O'Brien.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Absent
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Absent

### 7.C.2. ePlus Lease Renewal

**Motion Passed:** Resolved: That the Bethel Board of Education approve the extension of the existing lease agreement by and between the Town of Bethel and the ePlus Group inc. dated April/May 2011 for a term of five years, the lease obligation there under is \$126,417.97/yr. The Board of Education has confirmed that the total of all equipment lease obligations do not exceed the total figure for this purpose as approved in the 2011-12 Board of Education budget; that the equipment list attached to the proposed lease has been reviewed and is acceptable; and the lease terms and conditions including financing terms have been approved by the Director of Fiscal Services; and that all representations required by Lessor to be made by Lessee are true and complete; Be it Resolved: That the Bethel Board of Education authorizes the Director of Fiscal Services, Theresa D. Yonsky, on its behalf to negotiate with the Lessor and to execute any documentation reasonably required in connection with the execution of the Lease. The Board of Selectmen and Comptroller may rely upon certified true copy of this resolution as due authorization by the Bethel Board of Education that the Lease is in acceptable form and content and a binding obligation of the Bethel Board of Education that it will manage, administer and pay according to its terms, and Be it Further Resolved: That the Comptroller, the Board of Selectmen and the Town Attorney may rely upon these resolutions in executing the Lease and /or any other related documents required of the Lessee by the Lessor in order to affix its or his or her signature as may be required pursuant to the Town of Bethel Charter. Passed with a motion by Mr. Larry Craybas and a second by Mr. Ted Stevenson.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Absent
Mrs. Kristen Lacey	Yes

Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Absent

**Subsidiary Motion Passed:** The Board of Education waives the bid process for the HP Desktop purchases made through the e-plus lease agreement renewed in 2012. Passed with a motion by Mr. Larry Craybas and a second by Mr. Ted Stevenson.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Abstain
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Absent

### 7.C.3. Approval - 2012-2013 School Year Lunch Prices

**Motion Passed:** Move to set the student school lunch prices for the 2012/2013 school year as follows: Elementary \$2.50 and High School/Middle School \$2.90. The BOE sets the school breakfast prices at the High, Middle and Johnson School at \$1.95 for the 2012/2013 school year. Passed with a motion by Mr. Stuart Carlsen and a second by Mrs. Melanie O'Brien.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Absent

### 7.C.4. Approval Food Service Management Contract Renewal

**Motion Passed:** Move to renew the food service management company contract with Sodexo for the 2012-2013 school year. Passed with a motion by Mr. Stuart Carlsen and a second by Mrs. Melanie O'Brien.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Yes

Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Absent

## 7.D. Personnel

### 7.D.1. Teachers Being Granted Tenure

**Motion Passed:** Move to grant tenure to the following teachers:

#### HIGH SCHOOL

Joel Totten (2/1/12)	Science Teacher
Shira Teich	Science Teacher
Katherine Burke	Language Arts Teacher
Ryan DeRubertis	Social Studies Teacher
Mattea Heller	Language Arts Teacher
Gregory Minor	Language Arts Teacher
Elizabeth Nischan	Language Arts Teacher
Amanda Kirk	Guidance Counselor
Alisa Trachtenberg	World Language Teacher
Diana Yonsky	Social Studies Teacher

#### MIDDLE SCHOOL

Victoria Butler	World Language Teacher
Nathan Rinas	PE/Health Teacher
Thomas Salvador	Language Arts Teacher
Robert Flynn (1/1/12)	Language Arts Teacher

#### JOHNSON SCHOOL

Kristina Esposito	Grade 5 Teacher
Robyn Gerety	Grade 4 Teacher
Lauren Zafrin	Grade 5 Teacher

#### BERRY SCHOOL

Jaime Demetrius	Special Education Teacher
Kristine Vichiola	Special Education Teacher
Erica Rogan (2/1/12)	Speech/Language Pathologist
Leah Resko	Special Education Teacher

#### ROCKWELL SCHOOL

Amanda Stephens	Grade 1 Teacher
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Passed with a motion by Mrs. Robin Renner and a second by Mr. Ted Stevenson.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes

Mr. William Duff	No
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Absent

**7.D.2. Resignations**

**Motion Passed:** Move to approve the following resignations:

NAME	RESIGNATION DATE	LOCATION	ASSIGNMENT
Laura Gordon	6/30/2012	Rockwell School	Special Education Teacher
Gary Kingsbury	6/30/2012	Systemwide	Speech/Language Pathologist
Nick Nacheber	7/6/2012	Berry School	Head Custodian
Julie Corsak	6/30/2012	Berry School	School Nurse
Ashley O'Grady	6/30/2012	Middle School	Special Education Teacher
Patricia Cosentino	6/30/2012	High School	Principal

Passed with a motion by Mr. Stuart Carlsen and a second by Mrs. Robin Renner.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Absent

**8. Executive Session**

**8.A. CT General Statutes 1-210(b)(2)  
Personnel BEA Sick Bank Request**

**Motion Passed:** Move to enter into Executive Session at 8:50 PM. Passed with a motion by Mrs. Kristen Lacey and a second by Mr. Stuart Carlsen.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes

Mr. Bryan Terzian	Absent
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**Motion Passed:** Move to come out of Executive Session at 9:20 PM. Passed with a motion by Mrs. Melanie O'Brien and a second by Mr. Stuart Carlsen.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Absent

## 9. Adjourn

**Motion Passed:** Move to adjourn at 9:20 PM passed with a motion by Mr. Stuart Carlsen and a second by Mr. William Duff.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Absent

Respectfully submitted,  
Susan Pare  
Board Recorder



# Bethel Public Schools

1 School Street, P.O. Box 253, Bethel, CT 06801  
Fax: (203) 794-8723 – web site: [www.bethel.k12.ct.us](http://www.bethel.k12.ct.us)

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*Kevin J. Smith Ph.D.*  
*Superintendent of Schools*  
*(203) 794-8601*

*Janice Jordan, Ph.D.*  
*Associate Superintendent of Schools*  
*(203) 794-8613*

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*Director of Fiscal Services*  
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*Linda A. Pica*  
*Director*  
*Special Education & Pupil Services*  
*(203) 794-8616*

*Michelle Rutledge*  
*Supervisor*  
*Reading/Language Arts*  
*(203) 794-8755*

*Dan DeBlois*  
*Supervisor*  
*Information Technologies*  
*(203) 794-8071*

*Robert Germinaro*  
*Supervisor*  
*Facility Operations*  
*(203) 794-8609*

June 21, 2012

To: Board of Education  
From: Teri Yonsky, Bethel BOE Director of Fiscal Services  
Re: Tuition Rates  
cc: Dr. Kevin Smith, Dr. Janice Jordan

Pursuant to Board of Education Policy, the following tuition rates for non-resident students attending Bethel Public Schools are recommended:

	<u>2009/2010</u>	<u>2010/2011</u>	<u>2011/2012</u>	<u>2012/2013</u>	<u>% Increase</u>
Elem/Middle	\$10,176	\$10,481	\$10,750	\$11,225	4.40%
High School	\$11,742	\$12,094	\$12,405	\$12,950	4.40%

These tuition rates do not include transportation. Additionally, Special Education rates will be calculated as needed based on the costs of a specific program with related services.

**MOTION:**

The Bethel Board of Education sets the tuition rates for non-resident students attending Bethel Public Schools for the 2012/2013 school year as stated in this memo.

*“Our Primary Purpose Is to Improve Student Achievement.”*

**BETHEL BUDGET 2011-12**  
**BUDGET TRANSFERS April 1, 2011 through May 31, 2011**  
**DETAIL BY OBJECT CODE**

06/19/2012

Account	Description	Increased	Decreased	Notes
100.11.1100.101.5500	Printing - HS	2,200		
100.11.1100.101.6110	Instructional Supplies - HS		-2,067	Principal's Request
100.11.1100.101.6901	Other Supplies - HS		-133	
<b>Total for Request</b>		<b>2,200</b>	<b>-2,200</b>	
100.11.1100.107.5800	Travel - HS - Language Arts	432		
100.11.1100.107.6110	Instructional Supplies - HS - Language Arts		-432	Principal's Request
<b>Total for Request</b>		<b>432</b>	<b>-432</b>	
100.11.1100.125.7302	Furniture & Fixtures - HS - TASK	90		
100.11.1100.125.6110	Instructional Supplies - HS - TASK		-90	Principal's Request
<b>Total for Request</b>		<b>90</b>	<b>-90</b>	
100.11.2410.101.5800	Travel - HS	320		
100.11.2900.978.5101	Transportation - HS - Clubs	460		
100.11.1100.101.6110	Instructional Supplies - HS		-100	Principal's Request
100.11.2410.101.3302	Conference Registration - HS		-560	
100.11.2410.101.6410	Textbooks - HS		-120	
<b>Total for Request</b>		<b>780</b>	<b>-780</b>	
100.14.1100.101.6110	Instructional Supplies - JS	304		
100.14.1100.101.5500	Printing - JS		-21	
100.14.1100.101.7302	Furniture & Fixtures - JS		-72	
100.14.2410.101.3302	Conference Registration - JS		-125	Principal's Request
100.14.2410.101.5800	Travel - JS		-68	
100.14.2410.101.8100	Dues & Fees - JS		-18	
<b>Total for Request</b>		<b>304</b>	<b>-304</b>	
100.15.2410.101.5800	Travel - RS	9		
100.15.2410.101.3302	Conference Registration - RS		-9	Principal's Request
<b>Total for Request</b>		<b>9</b>	<b>-9</b>	
100.15.2410.101.6901	Other Supplies - RS	188		
100.15.1100.101.5500	Printing - RS		-188	Principal's Request
<b>Total for Request</b>		<b>188</b>	<b>-188</b>	
100.16.2210.101.3201	Professional Ed Services - Curriculum	250		
100.16.2210.101.6410	Textbooks - Curriculum		-250	Associate Superintendent's Request
<b>Total for Request</b>		<b>250</b>	<b>-250</b>	
100.16.2210.101.5800	Travel - Curriculum	500		
100.16.2210.101.3301	Prof EE Training - Curriculum		-500	Associate Superintendent's Request
<b>Total for Request</b>		<b>500</b>	<b>-500</b>	
100.16.2210.101.8100	Dues & Fees - Curriculum	120		
100.16.2210.101.3301	Prof EE Training - Curriculum		-100	Associate Superintendent's Request
100.16.2210.101.6410	Textbooks- Curriculum		-20	
<b>Total for Request</b>		<b>120</b>	<b>-120</b>	

**BETHEL BUDGET 2011-12**  
**BUDGET TRANSFERS April 1, 2011 through May 31, 2011**  
**DETAIL BY OBJECT CODE**

06/19/2012

Account	Description	Increased	Decreased	Notes
100.16.2130.101.4303	Equipment Repair - Health Services	130		
100.16.2130.101.6112	Health Supplies - Health Services		-130	SPED Director's Request
<b>Total for Request</b>		<b>130</b>	<b>-130</b>	
100.16.2230.119.3401	Prof & Tech Services - Tech	5,750		
100.16.2230.119.6110	Instructional Supplies - Tech		-5,750	Information Technology Supervisor's Request
<b>Total for Request</b>		<b>5,750</b>	<b>-5,750</b>	
100.16.2230.119.4320	Tech Repair & Mx - Tech	80		
100.16.2230.119.7304	Equipment - Tech		-80	Information Technology Supervisor's Request
<b>Total for Request</b>		<b>80</b>	<b>-80</b>	
100.16.2210.101.6410	Textbooks - Curriculum	48,593		
100.16.1100.101.5601	Tuition - Reg Ed - Public		-10,483	
100.16.1200.122.5602	Tuition - SPED - Other LEAs		-13,277	Fiscal Director's Request
100.16.2210.101.3301	Prof EE Training - Curriculum		-24,833	
<b>Total for Request</b>		<b>48,593</b>	<b>-48,593</b>	
100.16.2230.119.7304	Equipment - Tech	5,970		
100.16.1100.101.5601	Tuition - Reg Ed - Public		-5,970	Fiscal Director's Request
<b>Total for Request</b>		<b>5,970</b>	<b>-5,970</b>	
100.16.2500.101.6901	Other Supplies - Fiscal Services	24		
100.16.2500.101.5302	Postage - Fiscal Services		-24	Fiscal Director's Request
<b>Total for Request</b>		<b>24</b>	<b>-24</b>	
100.16.2600.101.6114	Vehicle Supplies - Plant Ops	400		
100.16.2600.101.4303	Equipment Repair - Plant Ops		-400	Fiscal Director's Request
<b>Total for Request</b>		<b>400</b>	<b>-400</b>	
100.16.2700.101.6200	Gasoline	40,000		
100.16.1200.122.5103	Transportation - SPED - Non-Public		-40,000	Fiscal Director's Request
<b>Total for Request</b>		<b>40,000</b>	<b>-40,000</b>	

**BETHEL BOARD OF EDUCATION 2011-12**  
**BUDGET TRANSFERS - April 1, 2011 through May 31, 2011**  
**DETAIL BY REQUESTED TRANSFER**

06/19/2012

Account	Description	Increased	Decreased	
No Transfers from this Account				
	<b>Total for Account 1000</b>	<b>0</b>	<b>0</b>	<b>0</b>
No Transfers from this Account				
	<b>Total for Account 2000</b>	<b>0</b>	<b>0</b>	<b>0</b>
100.11.2410.101.3302	Conference Registration - HS	0	-560	
100.14.2410.101.3302	Conference Registration - JS	0	-125	
100.15.2410.101.3302	Conference Registration - RS	0	-9	
100.16.2210.101.3201	Professional Ed Services - Curriculum	250	0	
100.16.2210.101.3301	Prof EE Training - Curriculum	0	-25,433	
100.16.2230.119.3401	Prof & Tech Services - Tech	5,750	0	
	<b>Total for Account 3000</b>	<b>6,000</b>	<b>-26,127</b>	<b>-20,127</b>
100.16.2130.101.4303	Equipment Repair - Health Services	130	0	
100.16.2230.119.4320	Tech Repair & Mx - Tech	80	0	
100.16.2600.101.4303	Equipment Repair - Plant Ops	0	-400	
	<b>Total for Account 4000</b>	<b>210</b>	<b>-400</b>	<b>-190</b>
100.11.1100.101.5500	Printing - HS	2,200	0	
100.11.1100.107.5800	Travel - HS - Language Arts	432	0	
100.11.2410.101.5800	Travel - HS	320	0	
100.11.2900.978.5101	Transportation - HS - Clubs	460	0	
100.14.1100.101.5500	Printing - JS	0	-21	
100.14.2410.101.5800	Travel - JS	0	-68	
100.15.1100.101.5500	Printing - RS	0	-188	
100.15.2410.101.5800	Travel - RS	9	0	
100.16.1100.101.5601	Tuition - Reg Ed - Public	0	-16,453	
100.16.1200.122.5103	Transportation - SPED - Non-Public	0	-40,000	
100.16.1200.122.5602	Tuition - SPED - Other LEAs	0	-13,277	
100.16.2210.101.5800	Travel - Curriculum	500	0	
100.16.2500.101.5302	Postage - Fiscal Services	0	-24	
	<b>Total for Account 5000</b>	<b>3,920</b>	<b>-70,032</b>	<b>-66,112</b>

**BETHEL BOARD OF EDUCATION 2011-12**  
**BUDGET TRANSFERS - April 1, 2011 through May 31, 2011**  
**DETAIL BY REQUESTED TRANSFER**

06/19/2012

<b>Account</b>	<b>Description</b>	<b>Increased</b>	<b>Decreased</b>	
100.11.1100.101.6110	Instructional Supplies - HS	0	-2,167	
100.11.1100.101.6901	Other Supplies - HS	0	-133	
100.11.1100.107.6110	Instructional Supplies - HS - Language Arts	0	-432	
100.11.1100.125.6110	Instructional Supplies - HS - TASK	0	-90	
100.11.2410.101.6410	Textbooks - HS	0	-120	
100.14.1100.101.6110	Instructional Supplies - JS	304	0	
100.15.2410.101.6901	Other Supplies - RS	188	0	
100.16.2130.101.6112	Health Supplies - Health Services	0	-130	
100.16.2210.101.6410	Textbooks - Curriculum	48,593	-270	
100.16.2230.119.6110	Instructional Supplies - Tech	0	-5,750	
100.16.2500.101.6901	Other Supplies - Fiscal Services	24	0	
100.16.2600.101.6114	Vehicle Supplies - Plant Ops	400	0	
100.16.2700.101.6200	Gasoline	40,000	0	
	<b>Total for Account 6000</b>	<b>89,510</b>	<b>-9,092</b>	<b>80,418</b>
100.11.1100.125.7302	Furniture & Fixtures - HS - TASK	90	0	
100.14.1100.101.7302	Furniture & Fixtures - JS	0	-72	
100.16.2230.119.7304	Equipment - Tech	5,970	-80	
	<b>Total for Account 7000</b>	<b>6,060</b>	<b>-152</b>	<b>5,908</b>
100.14.2410.101.8100	Dues & Fees - JS	0	-18	
100.16.2210.101.8100	Dues & Fees - Curriculum	120	0	
	<b>Total for Account 8000</b>	<b>120</b>	<b>-18</b>	<b>102</b>
	<b>Total Transfers From:</b>		<b>14,116</b>	
	<b>Total Transfers To:</b>	<b>(14,116)</b>		

**BETHEL BUDGET 2011-12**  
**BUDGET TRANSFER SUMMARY BY PERIOD**

06/06/2012

<b>Object Codes</b>		<b>Approved Budget</b>	<b>1st Quarter Adjustments</b>	<b>2nd Quarter Adjustments</b>	<b>3rd Quarter Adjustments</b>	<b>Apr - May 12 Adjustments</b>	<b>Total Transfers</b>	<b>Final Budget</b>
Salaries	1000	25,971,979	0	-20,000	0	0	-20,000	25,951,979
Employee Benefits	2000	6,485,635	0	0	0	0	0	6,485,635
Professional Services	3000	520,828	892	85,027	-1,163	-20,127	64,629	585,457
Purchased Property Services	4000	539,025	-8,955	-20	-4,405	-190	-13,570	525,455
Other Purchased Services	5000	3,780,907	3,104	-73,699	-43,494	-66,112	-180,201	3,600,706
Supplies	6000	1,048,719	-28,867	-12,064	1,863	80,418	41,350	1,090,069
Property	7000	67,850	32,749	20,605	49,325	5,908	108,587	176,437
Miscellaneous	8000	53,101	1,077	151	-2,126	102	-796	52,305
<b>Total Budget</b>		<b>38,468,044</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>38,468,044</b>
Total Transfers From			-37,822	-105,783	-51,188	-86,429	-173,217	
Total Transfers To			37,822	105,783	51,188	86,429	173,217	
% of Total Budget							0.45%	

# **BETHEL BOARD OF EDUCATION**

## **Briefing Summary**

**Date of Briefing to the Board:** June 21, 2012

**Presenters:** Dr. Kevin Smith, Superintendent of Schools and Theresa D. Yonsky, Director of Fiscal Services

**Topic:** End of Fiscal year 2011-2012

**Importance of this topic to the Board:** High

### **Key Points of the Briefing:**

\* Spending has been scrutinized this year with a "soft" freeze on during the year. This has resulted in an opportunity to make some purchases in June that will address several key areas.

\* 1) Textbooks – there are textbooks that have been approved by the Board of Education but not yet ordered. The textbook account has been reduced in next year's budget due to budget cuts.

\* 2) Technology – The Board of Education three year Technology Plan emphasizes utilizing technology as a primary driver to transform the instructional model for all our students. This will impact both regular and special education.

\* 3) Intervention – The district needs more sophisticated tools to track student performance and identify specific interventions when needed. Software programs such as Skills Tutor and NWEA will be extremely impactful in this area.

\* 4) Programmatic changes require spending in the areas of Kindergarten and High School Digital English.

\* 5) Safety – As a result of the district-wide lockdown this spring several needs have been identified.

**Action Requested of the Board of Education:** The Board of Education moves to direct the administration to first make accounting adjustments as needed to properly close the books and records and that remaining funds be directed towards the above goals.

## CERTIFIED STAFF RESIGNATIONS

### 2012-2013 SCHOOL YEAR

<b>NAME</b>	<b>RESIGNATION DATE</b>	<b>HIRE DATE</b>	<b>REASON</b>	<b>LOCATION</b>	<b>ASSIGNMENT</b>
Sherrri Groves	6/30/2012	8/23/1996	Retiring	Middle School	Special Education Teacher
Amanda Flachsbart	6/30/2012	7/1/2010	Resignation	Middle School	Grade 7 Language Arts Teacher
Cynthia Jugler	6/30/2012	10/18/1974	Retiring	Rockwell School	Kindergarten Teacher
Sheila Gambino	6/21/2012	8/29/2005	Resignation	Middle School	Technology Teacher
Board Meeting:	June 21, 2012				

2012-2013 Bethel Public Schools  
PERSONNEL DATA SHEET- NEW STAFF

Name	Position	Salary Schedule	Education	Teaching Experience
Bryan Watson	Promoted from SS Teacher to Middle School Assistant Principal Replaces: Derek Mulhareem	Per BAA Bargaining Agreement	BA: WCSU 2002 MA and 6 <sup>TH</sup> Year: Sacred Heart University 2007 and 2010	7 years
Christopher Troetti	Promoted from Assistant Principal to High School Principal Replaces: Patricia Cosentino	Per BAA Bargaining Agreement	BA: Marist College 1996 MA and 6 <sup>th</sup> Year: Sacred Heart University 1998 and 2002	8 years as Teacher 7 years as Administrator
Gary Lawlor	Promoted from Assistant Principal to High School Associate Principal	Per BAA Bargaining Agreement	BS and MS: WCSU 1993 and 2001 6 <sup>th</sup> Year: Sacred Heart University 2002	12 years as Teacher 8 years as Administrator
Robin LaMontagne	Transfer from Systemwide Nurse to Berry Nurse Replaces: Julie Corsak	Per Bethel Nurses Association Bargaining Agreement	BSN: WCSU 1996	4 years as a School Nurse
Michelle Mitchell	Systemwide Nurse Replaces: Robin LaMontagne	Per Bethel Nurses Association Bargaining Agreement	AD and BSN: Pace University 1979 and 1981	4 years as a School Nurse

BOE Meeting: June 21, 2012