



STATE OF CONNECTICUT
STATE DEPARTMENT OF EDUCATION



Series: 2017-2018
Circular Letter: C-1

TO: Superintendents of Schools

FROM: Dr. Dianna R. Wentzell, Commissioner of Education *Dianna R. Wentzell*

DATE: July 21, 2017

SUBJECT: Summary of Education-Related Legislation Enacted in the 2017 Regular Session of the Connecticut General Assembly

The Connecticut General Assembly has adjourned its 2017 Regular Session. The State Department of Education (SDE) is hereby providing you with a comprehensive summary of the public acts passed during the regular session that appear to be of applicability and interest to school districts. A subsequent circular letter will be issued after the close of the 2017 Special Session.

In reviewing this summary, please keep the following in mind:

1. This document does not describe every 2017 public act affecting the operation of a school district or provide every detail of the summarized acts. This is a summary of new legislation, therefore, each superintendent or designated district leader should review the actual text of any act that may affect his or her district.
2. If you are viewing this document electronically, clicking the Public Act number on the index page or clicking the full Public Act title in the summary section will allow you to view the full act. Clicking the title of the act in the content page will bring you to that section of this document.
3. The summaries are organized by Public Act number.
4. Following the index is a summary of each enacted bill, including the effective date. In some cases where only portions of a public act relate to education, only those sections of the act have been included in this summary.

If you have any questions, please contact Laura J. Stefon, Chief of Staff, at 860-713-6493 or laura.stefon@ct.gov.

2017 Public Acts Affecting Education

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[An Act Concerning The Development Of A Plan For Universal Preschool](#)

This Special Act requires the Department of Education, in consultation with the Office of Early Childhood, the Early Childhood Cabinet and two providers of private school programs to develop a plan for the provision of preschool to all children three and four years of age in the State of Connecticut beginning with the school year commencing July 1, 2022. The plan must be submitted to the General Assembly by January 1, 2019.

Effective Date: July 1, 2017

[An Act Requiring Special Education Teachers To Complete A Program Of Study In Evidence-Based Structured Literacy Interventions For Students With Dyslexia](#)

Beginning July 1, 2018, this bill establishes additional requirements for applicants seeking a comprehensive special education or integrated early childhood and special education endorsement. It requires them to complete a reading and language diagnosis and remediation program that includes supervised practicum hours and instruction in the detection of, and evidence-based structured literacy interventions for, students with dyslexia. This requirement applies to those seeking the endorsements as certified teachers or as applicants for any of the three teacher certification levels (initial, provisional, or professional).

Among other things, this bill requires current comprehensive special education endorsement applicants to achieve a satisfactory score on the State Board of Education (SBE)-approved reading instruction exam or a comparable reading instruction exam with standards equivalent to the SBE-approved exam. It also requires integrated early childhood and special education endorsement applicants to complete an approved teacher preparation program specifically in the area sought and to be recommended for certification.

Under the bill, dyslexia has the same meaning found in the State Department of Education's guidance manual for individualized education programs under special education law. The manual defines dyslexia as a type of learning disability that is neurobiological in origin; affects reading, specifically spelling, decoding words, and fluent word recognition; and results from significant deficit in phonological processing.

EFFECTIVE DATE: July 1, 2017

[An Act Implementing The Recommendations Of The Department Of Education](#)

This bill makes several changes to the education statutes, including the following:

1. removes any in-school suspension of a half day or more from the calculations of student absences done by local and regional boards of education (§ 1);
2. removes obsolete language regarding the State Department of Education approving cooperative regional special education facilities to receive state school construction grants. That responsibility falls under the Department of Administrative Services (§ 2);

3. allows teacher preparation program students to avoid taking the state competency examination if they have a qualified for a waiver based on criteria established by the State Board of Education (SBE) (§ 3);
4. removes obsolete language from the law allowing SBE to issue certificates of qualification and requiring temporary 90-day teaching certificate holders to attend a defunct teacher mentoring program (§§ 4 & 9);
5. changes the requirements that applicants must meet in order to qualify for the entry-level initial educator certificate (§ 8);
6. removes an annual April 15 reporting date requiring regional educational service centers (RESCs) to submit Open Choice seat availability to SDE (§ 10);
7. continues an existing two-phase supplemental magnet transportation grant to the Capitol Region Education Council (CREC) with some payment adjustments in comparison to previous fiscal years (§ 11); and
8. moves administration of the statewide science mastery exam from grade 10 to 11 beginning in the 2018-19 school year to accommodate the new Next Generation Science Standards (§ 12).

The bill also makes technical and conforming changes (§§ 5-7).

EFFECTIVE DATE: July 1, 2017, except the provisions addressing supplemental magnet transportation grants for CREC (§ 11) take effect upon passage.

[An Act Concerning Connecticut's Seal Of Biliteracy](#)

This bill requires the State Board of Education, by September 1, 2017, to establish criteria for awarding the Connecticut State Seal of Biliteracy. The bill allows local and regional boards of education to affix this seal on a high school student's diploma to recognize the achievement of high proficiency in English and at least one other foreign language, beginning with the graduating class of 2018. Under the bill, "foreign language" refers to a world language other than English, including American Sign Language and any language spoken by a federally recognized Native American tribe.

If such seal is awarded, the bill also requires boards to include a designation on a recipient student's transcript indicating that they received the seal, beginning with the graduating class of 2018.

EFFECTIVE DATE: July 1, 2017

[An Act Implementing The Recommendations Of The Task Force On Professional Development And In-Service Training Requirements For Educators](#)

This bill makes changes to statutes on professional development and in-service training for educators.

Pertaining to professional development, the bill:

1. requires school districts' professional development programs for certified employees to be consistent with the goals the district or employees identify;
2. eliminates the requirement that districts attest in writing to the State Department of Education (SDE) that they meet the state's professional development requirements (in practice, districts have SDE-approved educator evaluation and support plans that include this information);
3. eliminates the requirement that SDE (a) notify a district of its failure to meet the professional development requirements and (b) audit district programs; and
4. eliminates the State Board of Education's (SBE) authority to assess financial penalties against districts it finds out of compliance based on such SDE audits.

For in-service training, the bill eliminates several topics districts are currently required to cover when providing such training to certified teachers, administrators, and other pupil personnel. (Some of these topics are covered by other statutory provisions and, in practice, may be covered by local education curricula.)

The bill also makes technical and conforming changes.

EFFECTIVE DATE: July 1, 2017

[An Act Concerning Revisions To The High School Graduation Requirements](#)

This bill extends, for another two years, the current graduation requirements, which require that students earn at least 20 credits to graduate. Therefore, heightened graduation requirements that require students to earn at least 25 credits are postponed until 2023 and would take effect with the freshman class beginning in the 2019-20 school year, instead of the 2017-18 school year. The bill also makes changes to the heightened requirements established in current law and allows graduation requirements to be met through successful demonstration of subject matter content mastery achieved through educational experiences and opportunities that provide flexible and multiple pathways to learning.

The bill also does the following:

1. postpones by two years the beginning of required remedial services for grades seven through 12 (beginning with classes graduating high school in 2023 rather than in 2021),
2. specifies that high school courses must meet statewide subject matter standards to fulfill graduation requirements and allows mastery-based courses to satisfy these requirements;
3. requires the State Board of Education to adopt statewide subject matter content standards that are reviewed and revised at least every 10 years pursuant to Section 10-4 of the general statutes; and

4. amends the distribution of credit requirements for graduation to require, commencing with the graduating class of 2023, that students complete not fewer than (1) nine credits in the humanities; (2) nine credits in STEM; (3) one credit in physical education and wellness; (4) one credit in health and safety education; (5) one credit in world languages; and (6) one credit in mastery-based diploma assessment.

5. eliminates the requirement that students complete end of school year assessments in specified content areas as a condition of graduation.

It also makes conforming changes.

EFFECTIVE DATE: July 1, 2017

[An Act Creating An Advisory Council Relating To Digital Citizenship, Internet Safety And Media Literacy](#)

This bill establishes a Digital Citizenship, Internet Safety, and Media Literacy Advisory Council within the State Department of Education.

The education commissioner appoints the members, who must include teachers; librarians; representatives from parent-teacher organizations; and people with expertise in digital citizenship, internet safety, and media literacy. The bill does not specify the number of council members.

The council must provide recommendations to the State Board of Education about (1) best practices for instruction in digital citizenship, internet safety, and media literacy; and (2) methods of instructing students to safely, ethically, responsibly, and effectively use media and technology resources. The bill does not specify a deadline for the recommendations to be submitted.

The bill prohibits any council member from receiving mileage reimbursement or a transportation allowance for traveling to a council meeting.

EFFECTIVE DATE: July 1, 2017

[An Act Concerning Various Revisions And Additions To The Education Statutes](#)

This bill makes numerous changes to a variety of education statutes, including:

1. extending the school security grant program another year to June 30, 2018 and includes licensed child care centers or preschools that have received threats (§ 1);
2. makes certified teachers from another state, U.S. possession or territory, District of Columbia, or Puerto Rico eligible for a temporary teaching certificate (§ 2);
3. extending the length of a resident teacher certificate from one to two years (§ 3);
4. specifying that an incarcerated parent is entitled, with exceptions, to access to all the educational, medical, or similar records of his or her minor child kept by the school district (§ 4);

5. adding measures for the Auditors of Public Accounts (hereinafter, "state auditors") and local or regional boards of education (hereinafter, "boards") to more closely monitor private special education providers (§§ 6 & 7);
6. creating a private school transportation pilot program in school districts within 12 miles of the West Hartford, New Haven, Shelton, Stamford, and Montville school districts (§ 8);
7. extending to private schools the applicant and employee background check requirements that apply to public schools (§§ 9 & 10);
8. requiring the State Department of Education to make standardized forms available to nonpublic schools to provide the information required in sections 9 & 10 of this bill (§11);
9. allowing local boards of education to enter into written agreements with (1) the board of finance in each town or city having a board of finance; (2) the board of selectmen in each town having no board of finance; or (3) the authority making appropriations for the school district, to authorize the municipality to take responsibility for the provision of any non-educational services for the board of education (§12);
10. requiring boards to conduct an annual health information survey (§ 13);
11. changing membership to the School Nurse Advisory Council (§ 14);
12. requiring the motor vehicles commissioner to ensure that school bus companies are fulfilling their duty to monitor the commissioner's periodic reports on drivers who have had their licenses withdrawn, suspended, or revoked (§ 15);
13. specifying that boards of libraries must adopt policies and rules for internet usage and content access (§ 16);
14. adding the Connecticut Association of School Administrators to the membership of the Performance Evaluation Advisory Council (§17); and
15. authorizing private schools to issue "certificates of age" (working papers) for minors to work in a variety of settings (§ 18).

It also makes a number of minor, conforming, and technical changes. A section-by-section analysis follows.

EFFECTIVE DATE: July 1, 2017, except the sections regarding the school security grant program and the creation of a standardized form for contacting former employers of job applicants are upon passage.

[An Act Concerning Services For Gifted And Talented Students](#)

This bill requires the education commissioner to designate a State Department of Education (SDE) employee, preferably one with experience working with gifted and talented students, to be responsible

for giving local and regional boards of education, as well as parents and guardians, information and assistance relating to awareness about, identification of, and services for, gifted and talented students.

It also requires SDE to develop guidelines for providing services to these students in schools, which it must make available to local and regional boards of education by January 1, 2018. The guidelines must include, but need not be limited to, best practices for (1) addressing the intellectual, social, and emotional needs of gifted and talented students in schools; and (2) providing teacher training and professional development on gifted and talented students.

EFFECTIVE DATE: July 1, 2017

[An Act Establishing A Division Of Postsecondary Education Programs Within The Technical High School System](#)

This bill creates a postsecondary educational division of the Connecticut Technical High School System (i.e., "system") to administer any postsecondary educational program that (1) a technical high school offered during the 2016-17 school year; or (2) the system board approves on or after July 5, 2017. The system currently operates postsecondary programs in aviation maintenance.

The bill requires that any student admitted for enrollment in these programs either (1) have a high school diploma or its equivalent; or (2) be age 21 or older.

EFFECTIVE DATE: July 5, 2017

[An Act Concerning Early Literacy](#)

This bill requires the State Department of Education (SDE) to establish a reading readiness program, within available appropriations. The program must provide three tiers of support in early literacy to each school district designated as an alliance district and each school in the commissioner's network of schools. It requires SDE to (1) determine the reading readiness of each participating school and school district by considering a combination of factors stated in the bill; and (2) provide literacy supports based on each school or district's reading readiness. The bill does not set a date for SDE to establish this program.

The bill requires the alignment of tiered literacy supports with the improvement plan developed for the network school or alliance district under either of those programs.

The bill also specifically requires the results of literacy surveys, which must be taken by all teachers in positions requiring endorsements in (1) early childhood nursery through grade three; or (2) elementary education, to be distributed to the teacher and the supervisor responsible for designing and facilitating the teacher's professional development. The bill specifies that the survey results be confidential, but it removes a provision of current law that the survey be conducted in a way that protects the teacher's anonymity.

By law and unchanged by the bill, the survey results are not included in the teacher's annual evaluation and are exempt from disclosure under the Freedom of Information Act. The statute amended by this

public act – Section 10-145r of the General Statutes – already requires the survey results to be used to develop the teacher's professional development program, and that was not changed.

EFFECTIVE DATE: July 1, 2017

[An Act Concerning The Establishment Of Reduced-Isolation Setting Standards For Interdistrict Magnet School Programs](#)

This bill creates new student enrollment standards for determining magnet school eligibility for state interdistrict magnet school operating grants, replacing three different categories of standards in current law. Pursuant to the revised language, for FY 18 and FY 19 (i.e., the 2017-18 and 2018-19 school years), an interdistrict magnet school is eligible for an interdistrict magnet school operating grant if the interdistrict magnet school (a) restricts the number of students that enroll in the program from a participating district to not more than 75% of the total enrollment of the program; and (b) maintains a total school enrollment in accordance with reduced-isolation setting (“RIS”) standards established by the commissioner of education, provided that standard does not fall below a minimum total school enrollment of twenty percent reduced-isolation students as such term is defined by the commissioner.

Under the revised law, schools may vary from the established standard by one percent and still remain eligible for the state operating grant as long as the commissioner approves a plan for the school that is designed to bring the number of reduced-isolation students enrolled at the school into compliance with the minimum percentage. For FY 19, the bill adds the possibility for an alternative RIS standard for interdistrict magnet schools in the *Sheff* Region (as a condition for eligibility for state magnet operating grants) as defined by the education commissioner by May 1, 2018 in order to increase Hartford-resident students’ access to an educational setting with reduced isolation or other categories of diversity and comply with the *Sheff* decision or a related stipulation and order in effect at the time, provided the school is operating under an approved compliance plan to meet the reduced-isolation student enrollment percentages set by the commissioner. The commissioner must report any alternative standards adopted for *Sheff* magnet schools to the Education Committee by May 1, 2018.

Current law allows the State Department of Education (SDE) to establish a magnet school operating grant program for two different types of magnet schools: (1) *Sheff* interdistrict magnet schools, which are located in the *Sheff* region (i.e., greater Hartford) and were created in response to the Connecticut Supreme Court's *Sheff v. O'Neill* decision; and (2) non-*Sheff* interdistrict magnet schools, operating outside of the Greater Hartford Region. While both types of magnet schools are intended to reduce racial, ethnic, and economic isolation, the law currently applies three different student enrollment standards when determining if magnet schools are eligible for state operating grants: one for *Sheff* magnets, and two for non-*Sheff* magnets that vary based on when the school was established.

The bill replaces these three different categories of enrollment standards with a new set of standards for FY 18 and FY 19, which require all magnet school operators to (1) limit enrollment of students from a single district to 75% of total school enrollment; and (2) adhere to newly created “reduced-isolation setting standards” established by the education commissioner. These new standards require the reduced-isolation student enrollment percentages established by the commissioner to meet a minimum of at least 20% of total student enrollment, with some exceptions, but allow the commissioner to create an alternative reduced-isolation student enrollment percentage for *Sheff* magnet schools beginning in FY 19. The bill requires the commissioner to define “reduced-isolation student” for purposes of the reduced-isolation setting standards.

Under the bill, these reduced-isolation setting standards must be created by the commissioner by July 1, 2017, and are not considered agency regulations. Beginning in FY 18, the bill generally prohibits the commissioner from awarding operating grants to magnet schools that fail to meet these new standards, but gives her the discretion to award the grants to noncompliant schools while assisting them with their efforts to regain eligibility, subject to approved plans to meet the established compliance standards. The bill also gives her the authority to impose a financial penalty or other remedial measure for consecutive years of ineligibility.

The bill also makes technical and conforming changes.

EFFECTIVE DATE: July 1, 2017

[An Act Concerning Minor Revisions And Additions To The Education Statutes](#)

This bill makes the following changes in the education statutes:

1. requires the State Department of Education (SDE) to provide local and regional boards of education with mastery exam scores by August 15 of each school year following the exam administration (§ 1);
2. postpones for two years, from July 1, 2016 to July 1, 2018, the requirement that a person hold a master's degree in a subject matter area determined by the State Board of Education (SBE) in order to earn a professional educator certificate (the highest level of public school teacher certification) (§§ 2 & 3);
3. establishes a specific date by which the education commissioner must annually submit reports to the Education Committee on the commissioner's network of schools and requires the commissioner to annually present the reports to the committee by a specific date (§ 4);
4. requires public school superintendents to recommend in writing to a student's parents or guardians that the child be examined by a licensed optometrist or ophthalmologist if the child is found to have a vision defect or eye disease during an in-school vision screening and specifically allows an automated screening device, equivalent to a Snellen chart to be used in public school vision screenings (§ 5);
5. changes the frequency of private special education provider audits to a frequency the Auditors of Public Accounts deem necessary, requires the use of a risk-based approach, and requires boards of education and private providers to provide auditors with information the auditors deem necessary to conduct the audit (§§ 6-8);
6. adds the chief court administrator, or his or her designee, to the Interagency Council for Ending the Achievement Gap membership (§ 9);
7. allows a candidate for marital and family therapist licensure who is employed by a board of education as a marital and family therapist to provide services to students, families and their parents or guardians (§ 10);

8. allows boards of education to establish a “Pipeline for Connecticut's Future” program, in which boards of education must partner with local businesses to offer on-site training and course credit (§ 11);
9. allows a board of education to request from the education commissioner a one-time extension of the probationary period for an uncertified, acting superintendent not to exceed one additional year under certain circumstances (§ 12);
10. establishes a task force to study issues related to high school interscholastic athletics programs (§ 13);
11. provides that certain teachers and school administrators who return to work for a board of education after retirement under the existing reemployment exceptions can keep their Teacher Retirement System (TRS) health coverage during the reemployment (§ 14); and
12. adds a representative from the Connecticut Association of Schools to the membership of SDE's Performance Evaluation Advisory Council, the body charged in statute with helping SBE develop teacher evaluation and support guidelines (§ 15).

The bill also makes technical and conforming changes.

EFFECTIVE DATE: July 1, 2017, except the sections about special education provider audits (§§ 6-8), the Interagency Council for Ending the Achievement Gap (§ 9), superintendent probationary periods (§ 12), the athletics programs task force (§ 13), and the TRS health coverage (§ 14) take effect upon passage.

[An Act Concerning Access To Student Records For Certain Unaccompanied Youths](#)

This bill requires local and regional boards of education to provide any homeless student, who is not in the physical custody of a parent or guardian, with full access to his or her educational records, including medical records, in the board's possession. The bill specifically references federal education law that defines “unaccompanied youth” to include a homeless child or youth not in the physical custody of a parent or guardian (42 USC § 11434a).

By state and federal law, the parents or guardians of a student under age 18 have access to any school record for that student. Only students (1) over age 18; or (2) who are emancipated have rights as adults regarding record access.

EFFECTIVE DATE: July 1, 2017

[An Act Making Revisions To The Student Data Privacy Act Of 2016](#)

This bill makes the following changes in the education statutes governing student data privacy:

1. extends the date by which local or regional boards of education must begin entering into written contracts with entities with which they share student data (§ 1) to July 1, 2018;

2. modifies the deadline by which a board of education must electronically notify students and their parents or guardians about a breach of student data security from 48 hours to two business days after learning of the breach (§ 2);
3. requires the State Department of Education to provide guidance to boards of education on how to implement the (a) federal Family Educational Rights and Privacy Act (FERPA), which protects student education records; and (b) state's student data privacy laws (§ 3);
4. adds to the members of the student data privacy task force an attorney with expertise in Connecticut school law, replacing the Connecticut high school student member (§ 4); and
5. extends the task force reporting deadline by one year, from January 1, 2017 to January 1, 2018 (§ 4).

EFFECTIVE DATE: Upon passage, except the provisions about data security breach notice (§ 2) take effect July 1, 2017.

[An Act Concerning Reform District Turnaround Plans](#)

This bill allows the State Department of Education (SDE) to develop a model school district responsibilities agreement by January 1, 2018 and requires the department to make it available on its website for local and regional boards of education to use. Among other things, the model agreement must contain guiding principles and specific duties for boards of education and district administrators.

The bill allows local and regional boards of education and their administrators to enter into such an agreement beginning with the 2018-19 school year. Any board that chooses to use the model agreement must notify the education commissioner.

The bill also requires alliance districts to include additional provisions in the performance plans they must submit to the education commissioner when applying for alliance district funding.

Additionally, the bill specifies that if the State Board of Education (SBE) chooses to require training for boards of education in low-performing districts, the training must clarify the proper roles and functions of the board, the school, and district-level administrators, particularly in regard to school and district improvement efforts.

EFFECTIVE DATE: July 1, 2017

[An Act Concerning Education Mandate Relief](#)

This bill alters or eliminates several state mandates placed upon local and regional boards of education (hereinafter "boards"). Among other things, the bill:

1. allows, rather than requires, boards to follow a unified regional school calendar (§ 1);
2. modifies the alternative educational opportunity that boards are required to offer certain students who are expelled and requires the State Board of Education to adopt standards concerning alternative educational opportunities (§§ 2 & 3);

3. reduces the number of school employees who must receive training in student restraint and seclusion and makes other changes to the training requirements (§ 5); and

4. establishes a time frame for a former employer lookback period that boards of education must consider when conducting background checks of prospective employees (§ 6).

It also requires the State Department of Education (SDE) to conduct a survey of digital school management and reporting software use by school districts (§ 4), and makes a number of conforming and technical changes.

EFFECTIVE DATE: July 1, 2017, except the alternative education for expelled students section is effective August 15, 2017.

[An Act Concerning The Establishment Of The Technical High School System As An Independent Agency](#)

This bill transitions the Connecticut Technical High School System into an independent executive branch agency in two phases over a three-year period. It also renames the system the “Technical Education and Career System” (hereinafter “the system”) and renames the system's high schools “technical education and career schools” (hereinafter “system schools”).

The first phase of the transition occurs during FYs 18 and 19 (i.e., the 2017-18 and 2018-19 school years). During this phase, the system remains under State Board of Education (SBE) oversight and is advised by the 11-member system board, rather than governed by the board as under current law. Under the bill, the education commissioner retains authority in existing law to hire and remove school system staff, including the system superintendent, and make rules for the system's funds management and expenditure. The system superintendent, serving a term that overlaps into the second phase of the transition, is responsible for the system schools' operation and administration. The system maintains the same budgeting process as required under current law, but must create new accounts for educational and non-educational expenses. The bill also requires SBE to hire a consultant for FY 18 to help the system board develop a transitional plan.

The second phase of the transition begins in FY 20 (i.e., the 2019-20 school year). During this phase, the bill establishes the system as an independent executive branch agency outside of SBE oversight that is governed by an executive director who is responsible for the system's operation, administration, and financial accountability. The superintendent continues to be responsible for the system schools' operation and administration, as well as all other matters relating to education in the system. The system board's membership is reconstituted, and the board maintains an advisory role on the topics of training matters, student attraction and retention, and student admissions. The system becomes a separate budgeted agency that is completely removed from the State Department of Education (SDE). The bill changes its budgeting process by requiring system schools, the superintendent, and the executive director to each create and submit specific budgets for the system, culminating in the executive director's creation and submission of a system-wide operating budget to the Office of Policy and Management (OPM).

Additionally, the bill contains provisions that (1) establish accountability and efficiency mechanisms for the system; (2) require evaluation of existing career and technical education standards and curriculum in the system and in local and regional school districts; and (3) modify certification requirements for system teachers in occupational subject areas.

The bill also requires the SDE to conduct a review of the admissions policy of the system as it relates to the enrollment of students with disabilities and students who are receiving or eligible to receive special education and related services, and to submit such review, including any recommendations, to the system superintendent and board and to the relevant legislative committees on or before January 15, 2018.

The bill also makes technical and conforming changes (including §§ 21-24, 26-30, 32-36, 38-117 & 120 in their entirety).

EFFECTIVE DATE: Provisions about the first phase of the system transition (§§ 1, 3, 8, 16, 25, 31 & 37), legislative oversight (§ 11), uniform standards and curriculum (§ 13), efficiencies (§§ 15 & 17-19), teacher certification (§§ 118 & 119), and sections strictly containing technical and conforming changes take effect July 1, 2017, except technical and conforming changes to the expulsion statute take effect on August 15, 2017 (§ 76). Provisions about the second phase (§§ 2, 4-7, 9 & 10) and the Auditors of Public Accounts (§ 20) take effect July 1, 2019. Provisions about SDE's review of system admissions policies and academic standards take effect upon passage.