



STATE OF CONNECTICUT
STATE DEPARTMENT OF EDUCATION



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Circular Letter: C-2

TO: Superintendents of Schools

FROM: Stefan Pryor, Commissioner of Education 

DATE: August 15, 2013

SUBJECT: Summary of Legislation Enacted in the 2013 Regular Session of the Connecticut General Assembly

The Connecticut General Assembly adjourned its 2013 Regular Session on June 5, 2013. The State Department of Education is hereby providing you with a comprehensive summary of all the public acts passed during the regular session that appear to be of general applicability and interest to school districts.

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

1. This document does not describe every 2013 public act affecting the operation of a school district or provide every detail of the acts that are summarized. Since this is only a summary of new legislation, each superintendent should review the actual text of any act that may impact his or her district. If this document is being viewed electronically, the text of the act can be accessed by clicking on the title on the index page.
2. The summaries are organized in two parts. The first part contains those newly enacted laws that primarily concern education. The second part contains those newly enacted laws that concern the budget and bond-related public acts affecting education.
3. Following the legislation 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 Sarah Hemingway, Legislative Liaison, Connecticut State Department of Education, at 860-713-6493 or sarah.hemingway@ct.gov.

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Public Acts Affecting Education

Public Act (PA) 13-3: An Act Concerning Gun Violence Prevention and Children's Safety *(Sections 64-66, 80, 84-91 effective upon passage)*

This legislation was the result of months of work by the Governor's Sandy Hook Advisory Commission, the legislature's Bipartisan Task Force on Gun Violence and Children's Safety, and negotiations between legislative leaders in an effort to respond to the tragedy at Sandy Hook School. This summary will only focus on the sections that appear to be of general applicability to school districts.

Mental Health

- Section 64 requires the State Board of Education (SBE), within available appropriations, to help and encourage school boards to include mental health first aid training as part of their in-service training programs for certified teachers, administrators, and other non-certified employees.
- Section 65 also requires the State Department of Education (SDE) to look at whether mental health first aid training should be part of teacher preparation programs leading to professional certification, and report to the legislature by January 1, 2014.
- Section 66 establishes a Behavioral Health Services Task Force to study the provision of behavioral health services in Connecticut with a special focus on 16-25 year-olds. This Task Force, among other things, must analyze and make recommendations regarding the requirement that the SDE provide technical assistance to school districts concerning behavioral intervention specialists in public and private schools and for preschool programs. Among the 20 members on the Task Force are the Commissioner of Education or his designee, a representative from a school-based health clinic, and a school psychologist.

School Safety

- Section 80 establishes the School Safety Infrastructure Council, which includes the Commissioner of Education or his designee, among others, to develop school safety infrastructure standards for the existing school construction projects program, and the new school security infrastructure competitive grant program created under this law.
- These new standards will be submitted to the Department of Emergency Services and Public Protection (DESPP), as well as the SDE, by January 1, 2014. At a minimum, they will address:
 - school building and classroom entryways;
 - use of cameras throughout the building including closed-circuit television monitoring;

- penetration resistant vestibules; and
 - other infrastructure improvements as they become industry standards.
- After July 1, 2014, all school construction applications will be reviewed under these new standards. (Sections 81 and 82)
- The School Building Projects Advisory Council shall develop model blueprints for new school building projects that are in accordance with industry standards for school buildings and the school safety infrastructure standards. (Section 83)
- Sections 84 and 85 establish a Competitive School Security Infrastructure Grant program and authorize up to \$15 million in state bonds for this program, which will be jointly administered by the Department of Construction Services (DCS), DESPP, and SDE. The program will reimburse towns for certain expenses including the development or improvement of security infrastructure, school personnel training in the operation and maintenance of improved security structure, or the purchase of portable entrance security devices and related training.
 - Local and regional boards of education shall apply for funds in a manner the DESPP Commissioner has prescribed. Until the School Safety Infrastructure Council develops its standards, the DESPP Commissioner, in consultation with the Commissioners of DCS and SDE, will jointly determine which expenses are eligible for reimbursement.
 - In order to receive a grant, a school district must demonstrate that it:
 - has conducted a uniform security assessment of its school entrances and any security infrastructure;
 - has an emergency plan at its schools, developed with state and local first responders; and
 - periodically practices the plan.
- Section 86 requires DESPP and SDE to develop school safety and security plan standards by January 1, 2014, and make these available to local officials, including boards of education.
- Starting in the 2014-15 school year, Section 87 requires boards of education to annually develop and implement a school security and safety plan for each school, submit that plan to DESPP, and establish a school security and safety committee at each school to assist with the development and administration of the plan.
- Membership of this committee must consist of:
 - a local police officer;
 - a local first responder;
 - a teacher at the school;
 - an administrator at the school;
 - a mental health professional;
 - a parent or guardian of an enrolled student; and

- any other person the governing boards of education find necessary.
- Section 88 expands the role of Safe School Climate Committees to include collecting, evaluating, and reporting information about disturbing or threatening student behavior, even if it falls outside of the definition of bullying.
- Section 89 increases the frequency of the SDE’s report that analyzes districts’ bullying prevention efforts by requiring the SDE to submit it annually, rather than biennially.
- Section 90 requires the Department of Mental Health and Addiction Services (DMHAS) Commissioner, with the SDE, to administer a mental health first aid training program to safe school climate coordinators (and to other personnel at the district’s discretion) for the 2014-15 school year. This training must teach participants how to recognize signs of mental disorders in children and adults and connect them with professionals who could provide suitable mental health services.
- Section 91 requires DESPP to establish and maintain a registry of school security consultants. DESPP will annually update the registry and publish it on its Web site.

PA 13-10: An Act Concerning the Membership of the Paraprofessional Advisory Council
(Effective July 1, 2013)

- This public act expands the membership of the School Paraprofessional Advisory Council and expands the issues the advisory council must address to include professional development, staffing strategies and other relevant issues related to paraprofessionals.

PA 13-41: An Act Concerning Hiring Standards for Athletic Directors *(Effective October 1, 2013)*

- This public act creates expanded hiring standards for school and school district athletic directors and requires that all directors hired on or after October 1, 2013, meet the expanded standards.
- Athletic directors hired before October 1, 2013, may be “grandfathered” into their current job even if they do not meet the expanded standards, provided that they meet the current qualifications stated in regulations. No other board of education shall hire such “grandfathered” athletic director unless this person meets the expanded standards described in this public act.
- Any person hired by a board of education to serve as an athletic director for a school on or after October 1, 2013, shall hold:
 - a certificate issued by the SBE pursuant to Section 10-145b of the Connecticut General Statutes (C.G.S.) and a coaching permit issued by the SBE; or
 - a certificate issued by a national athletic administrators association, as approved by the SDE, and a coaching permit issued by the SBE.

- Any person hired by a board of education to serve as an athletic director for a school district on or after October 1, 2013, shall hold:
 - a certificate issued by the SBE pursuant to C.G.S. Section 10-145b with an intermediate administrator and supervisor endorsement and a coaching permit issued by the SBE; or
 - a master certificate issued by a national athletic administrators association, as approved by the SDE, and a coaching permit issued by the SBE.
- The public act also requires either the athletic director or the immediate supervisor of an athletic coach to evaluate the coach on an annual basis and to provide the coach with a copy of the evaluation. It also details the other responsibilities of the athletic director:
 - ensuring that each athletic coach in the athletic program holds a coaching permit issued by the SBE;
 - supervising and evaluating athletic coaches;
 - supervising students participating in interscholastic athletics;
 - possessing knowledge and understanding of all rules and regulations of the governing authority for interscholastic athletics;
 - administering and arranging the scheduling of and transportation to athletic activities and events;
 - administering and arranging the hiring of officials;
 - ensuring a safe and healthy environment for all athletic activities and events; and
 - any other duties relevant to the organization and administration of the athletic program for the school or school district.

PA 13-53: An Act Concerning Responsibilities of Mandated Reporters of Child Abuse and Neglect (*Effective October 1, 2013*)

- This act prohibits employers from attempting to prevent employees from reporting child abuse or neglect or testifying in hearings related to child abuse or neglect and subjects employers to the whistleblower penalties, in addition to the current civil penalties, if they take adverse actions against employees who report child abuse or neglect.

PA 13-57: An Act Concerning Honorary Diplomas for Vietnam Veterans (*Effective upon passage*)

- This public act allows boards of education to award high school diplomas to Vietnam era veterans who left high school before graduating for military service. Current law already allows boards of education to do this for World War II and Korean War veterans.

PA 13-64: An Act Concerning Community Schools (*Effective July 1, 2013*)

- Section 1 defines the terms “community school” and “community partner.”
- It further stipulates that prior to opening the community school, a board of education must:
 - conduct an operations and instructional audit for an existing school that has been designated as a community school;
 - conduct a community needs audit to identify the academic, physical, social, emotional, health, mental health and civic needs of students and their families that may impact student learning and academic achievement;
 - conduct a community resource assessment of potential resources, services and opportunities available within or near the community that students, families and community members may access and integrate into the community school; and
 - develop a community school plan that uses the results of the community resource assessment to enhance services for students, families, and the community.
- Section 1 provides that boards of education may designate an existing school or establish a new school to be a “community school.”
- It also requires that the board of education must submit an annual report to the SDE about each community school. The report shall:
 - evaluate the effectiveness of the school in providing services to students, families and community members;
 - measure the development and implementation of partners with community partners;
 - provide information concerning the degree of communication between schools, families, and relevant community groups; and
 - analyze how student learning, academic achievement, graduation rates, attendance rates, school readiness, the number of suspensions and expulsions, and graduate enrollment in higher education institutions have been affected by the incorporation of services at the community school.
- Section 2 adds community schools to the list of turnaround models for the commissioner’s network of schools.

PA 13-108: An Act Unleashing Innovation in Connecticut Schools (*Effective July 1, 2013*)

- Section 1 allows for a student to earn credit toward high school graduation outside of a high school classroom through a demonstration of mastery based on competency and performance standards in accordance with guidelines adopted by the SBE.
- Section 2 removes the requirement that each regional educational service center (RESA) convene an annual meeting of representatives of its school districts in order

to determine the number of spaces available for out-of-district students under the program. Rather, each RESC shall report to the SDE no later than April 15 of each school year the number of spaces available for out-of-district students for the following year.

- Section 3 requires the SDE to conduct a study of issues relating to local partnerships for advancement of the teaching profession. The SDE shall submit such study and recommendations to the General Assembly by June 30, 2015.
- Section 4 establishes a task force to study education mandate relief for high performing school districts. Among other activities, the task force will review education mandates from statutes and agency regulations and will recommend which mandates may be waived for high performing school districts. The task force will report to the legislature no later than October 1, 2013.

PA 13-121: An Act Concerning Adult Education and Transition to College (*Effective July 1, 2013*)

- Section 1 allows adult education instruction to include college preparatory classes, for which the local or regional board of education may charge a fee, for adults who (i) have obtained a high school diploma or its equivalent, and (ii) require post-secondary developmental education that will enable such adults to enroll directly in a program of higher learning at an institution of higher education upon completion of such classes.

PA 13-122: An Act Concerning Minor Revisions to the Education Statutes (*Effective July 1, 2013, unless otherwise noted*)

- Sections 1 and 2 make minor changes to the payment of grants to and submission of audits from magnet school operators.
- Section 3 requires local and regional boards of education to include a state-assigned student identifier (SASID) on all official student documents, which include transcripts, report cards, attendance records, disciplinary reports and student withdrawal forms.
- Section 8 requires licensed marital and family therapists employed by a local board of education as such to provide services to students, families, parents or guardians of students. Not later than July 1, 2014, the SBE shall adopt regulations to implement this requirement and shall provide certification requirements for marital and family therapists employed by boards of education.
- Section 10 requires the technical high school system board to fix tuition fees for preparatory and supplemental programs.
- Section 12 mandates that the SDE conduct a study of alternative school programs offered by local and regional boards of education. Such study shall include:

- an examination of alternative school programs, including, but not limited to:
 - enrollment and discharge criteria, including methods to obtain parental consent;
 - enrollment data by gender, race and ethnicity;
 - the curriculum offered;
 - the length of the school day and school year;
 - attendance rates;
 - truancy rates;
 - graduation rates; and
 - student academic performance.
- an evaluation of each such alternative school program that measures the effectiveness of such alternative school program in meeting the needs of students enrolled in such alternative school program; and
- a statement on the degree to which each such alternative school program complies with C.G.S. Sections 10-15, 10-16 and 10-16b.
- Each local or regional board of education that offers an alternative school program shall provide the SDE all information relating to such alternative school program for purposes of such study.
- Section 13 allows any records maintained or kept on file by SDE or any local or regional board of education that are records of teacher performance and evaluation to not be deemed public records and not be subject to disclosure pursuant to the Freedom of Information Act (FOI).
- Section 14 allows entities that administer alternate routes to certification programs for school administrators to permit any person who has provided service to a local or regional board of education in a supervisory or managerial role for at least 40 school months and held a professional educator certificate for at least 10 school months during such 40 school months, to participate in such alternate route to certification program for school administrators, provided such person holds a bachelor's degree from an accredited higher education institution and is recommended by the immediate supervisor or district administrator on the basis of performance.
- Section 15 (*Effective from passage*) alters the effective date of the school security grant program created in PA 13-3 to January 1, 2013, which allows local and regional boards of education to apply to the DESPP Commissioner for a grant for certain expenses for schools under the jurisdiction of such board of education incurred on and after January 1, 2013, for the purposes of developing or improving the security infrastructure of schools based on school building security assessments.
- Section 17 states that any local or regional board of education may award a diploma to any person who (a) withdrew from high school prior to graduation to serve in the armed forces or to work in a job that assisted the war effort during World War II or

the Korean hostilities, (b) did not receive a diploma as a consequence of such work, and (c) has been a resident of the state for at least fifty consecutive years.

PA 13-133: An Act Concerning Teacher Education Programs *(Effective July 1, 2013)*

- This public act requires teacher preparation and certification programs to include training related to social and emotional development and learning of children. Specifically, this act addresses instruction concerning social and emotional assessment and early intervention for children displaying behaviors associated with social or emotional problems.

PA 13-161: An Act Concerning Pool Safety at Public Schools *(Effective July 1, 2013)*

- For the school year starting July 1, 2013, the public act requires that, in addition to the person conducting student aquatic activities at a school pool, at least one qualified educator, swimming coach, or lifeguard must be present.
- Before July 1, 2014, each board of education that offers student aquatic activities at a school swimming pool shall adopt a school swimming pool safety plan.
- For the school year starting July 1, 2014, and all subsequent school years, the act requires a minimum of two staff members present to implement the provisions of the school swimming pool safety plan described above—the person conducting student aquatic activities at a school pool and the additional educator, swimming coach, or lifeguard.

PA 13-169: An Act Concerning the Issuance of Initial Teacher Certificates to Graduates of the Connecticut Alternate Route to Certification Program *(Effective July 1, 2013)*

- This public act allows persons who have graduated from a summer or weekend and evening alternate route to certification program administered by the Office of Higher Education (OHE) to be issued an initial educator certificate from the SBE.

PA 13-173: An Act Concerning Childhood Obesity and Physical Exercise In Schools *(Effective October 1, 2013)*

- Section 1 establishes a task force on childhood obesity to study the effects of obesity on children's health, which shall, among other things, recommend the implementation of a pilot program through one local or regional board of education to schedule recess before lunch in elementary school.
- Section 2 states that elementary schools must offer all full-day students a daily lunch period of not less than 20 minutes and include in the regular school day for each student enrolled time devoted to physical exercise of not less than 20 minutes in total, except that a planning and placement team may develop a different schedule for a

child requiring special education and related services in accordance with Chapter 164 and the Individuals with Disabilities Education Act.

- Furthermore, Section 2 requires each local and regional board of education to adopt a policy, as the board deems appropriate, concerning the issue regarding any school employee being involved in preventing a student from participating in the entire time devoted to physical exercise in the regular school day as a form of discipline.
- Section 3 requires local and regional boards of education to adopt a policy, no later than October 1, 2013, concerning the issue regarding any school employee being involved in requiring any student enrolled in Grades Kindergarten to 12, inclusive, to engage in physical activity as a form of discipline during the regular school day.

PA 13-187: An Act Concerning a School Nurse Advisory Council and an Advisory Council on Pediatric Autoimmune Neuropsychiatric Disorder Associated with Streptococcal Infections (*Effective July 1, 2013*)

- This public act states that the Commissioner of Education shall establish a School Nurse Advisory Council, which shall advise the Commissioners of Education and Public Health concerning professional development for school nurses, school nurse staffing levels, the delivery of health care services by school nurses in schools and other matters that affect school nurses. Not later than February 1, 2014, and not less than annually thereafter, the advisory council shall submit a report on its recommendations to the Commissioners of Education and Public Health and to the joint standing committees of the General Assembly having cognizance of matters relating to education and public health. It requires the Commissioner to notify districts of these recommendations within 30 days.

PA 13-188: An Act Concerning School Safety (*Effective upon passage*)

- This public act states that no person providing security services for a school shall possess a firearm while performing his or her duties unless this person is a member of a local police department or is a retired police officer.
- If a municipality or board of education does hire a retired police officer to provide security services as a qualified retired law enforcement officer, as defined in 18 U.S.C. Section 926C, such retired police officer shall receive annual training pursuant to C.G.S. Section 7-294x and must successfully complete annual firearms training.

PA 13-193: An Act Concerning the Disproportionate or Inappropriate Identification of English Language Learners as Requiring Special Education (*Effective July 1, 2013*)

- This public act amends C.G.S. Section 10-76kk, which states that when the SDE informs a board of education that it is disproportionately and inappropriately identifying minority students as needing special education due to a reading

deficiency, the board of education must report to the SDE on how it is reducing the misidentifications. This public act extends the law to include English language learners.

PA 13-206: An Act Concerning District Partnerships (*Effective July 1, 2013*)

- This public act allows a school district designated as an alliance district to mutually agree with a charter school located within the district to use academic achievement scores of the charter school's students as part of the district's overall scores. Such district shall enter into an agreement with the charter school, as approved by the SBE.
- The act also expands the type of charter school that can enter into these agreements to include local charters.
- Additionally, the act extends, from October 1, 2013, to October 1, 2014, the deadline for the SDE to report to the Education Committee on the district performance indices (DPI) scores reported under the act.

PA 13-207: An Act Concerning Student Assessments (*Effective July 1, 2013*)

- Section 1 makes the following changes to student assessments for the school year commencing July 1, 2013, and each school year thereafter:
 - “Mastery examination” means an examination or examinations approved by the SBE that measure essential and grade-appropriate skills in reading, writing, mathematics, or science.
 - Students enrolled in Grades 3 to 8, inclusive, and Grades 10 or 11 in any public school shall, annually, in March or April, take a mastery examination in reading, writing, and mathematics.
 - Students enrolled in Grades 5, 8, 10 or 11 in any public school shall, annually, in March or April, take a statewide mastery examination in science.
 - Scores for the 10th or 11th grade examinations may be included on permanent records as was previously for the 10th grade examination.
- Not later than April 1, 2014, the Commissioner of Education shall develop a statewide developmentally appropriate kindergarten assessment tool to measure preparedness for kindergarten. (Section 1)
- The SDE shall conduct a study of the use of standardized tests in public schools. Such study shall include, but not be limited to:
 - the fiscal, administrative and educational impacts of standardized tests, including the impacts on instructional time, curricula, professional flexibility, administrative time and focus, and school district budgets; and
 - a review of standardized tests currently implemented and proposed in the state.

- Not later than July 1, 2014, the SDE shall submit such study and any recommendations to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of C.G.S. Section 11-4a.
- Sections of the statute that referred to the previous 10th grade examination are amended to allow for 11th grade testing.

PA 13-245: An Act Concerning Revisions to the Education Reform Act of 2012 (PA 12-116)
(Effective upon passage unless otherwise noted)

In regards to educator evaluation and support:

- Section 1 requires local and regional boards of education and the professional development and evaluation committee for the school district, established pursuant to C.G.S. Section 10-220a(b) to adopt and implement a teacher evaluation and support program for the school district.
- Section 1 allows for the phase-in of full implementation of the teacher evaluation and support program over two years, as adopted by the Performance Evaluation Advisory Council (PEAC) and the SBE.
- The public act also specifies the steps for adopting a teacher evaluation and support program if the parties cannot agree on one.
 - The parties must consider adopting by mutual agreement the SDE adopted model teacher evaluation and support program without any modifications.
 - If the two parties fail to agree on the SDE model, the local or regional board has the authority to adopt and implement a teacher evaluation program that it chooses as long as it is consistent with the SBE guidelines for a model teacher evaluation and support program.
- Section 2 changes the professional development committee, which each local and regional board of education is required to establish pursuant to C.G.S. Section 10-220a(b), to “professional development and evaluation committee.” In addition, the duties of such committee are expanded to include participation in the development or adoption of a teacher evaluation and support program for the district.
- Section 3 amends the responsibilities of PEAC to include assisting the SBE in the development of guidelines for a model teacher evaluation and support program, and a model teacher evaluation and support program. In addition, PEAC shall be responsible for assisting the SBE in the development of a teacher evaluation and support program implementation plan.
- Section 7 requires the University of Connecticut’s Neag School of Education to report on recommendations concerning revisions to the guidelines for a model teacher evaluation and support program or model teacher evaluation and support program.

- Section 8 requires training for all evaluators and orientation for all teachers upon implementation of a teacher evaluation and support system. It further requires that for the school year commencing July 1, 2014, and at least biennially thereafter, each local and regional board of education shall conduct the training programs and orientation for all evaluators and orientation for all teachers employed by such board relating to the provisions of such teacher evaluation and support program adopted by such board of education. It shall conduct such training programs for all new evaluators prior to any evaluations conducted by such evaluators, and it shall provide such orientation to all new teachers hired by such board before such teachers receive an evaluation.

In regards to reading:

- Section 11 extends the deadline for the Commissioner to develop or approve new K-3 reading assessments to the school year commencing July 1, 2014.
- Section 12 requires the Commissioner to create an intensive reading instruction program, and to select low-performing elementary schools to participate in the intensive reading program.
- Section 13 requires all K-3 reading teachers to take a survey on reading instruction. Not to be included as part of any summative ratings, the survey results will be used for professional development and in improving reading instruction by developing student learning objectives and teacher practice goals.
- Section 15 requires that applicants applying for an initial, provisional, or professional special education endorsement to pass the reading instruction examination approved by the SBE in April 2009, or its equivalent.
- Section 16 requires that applicants applying for an initial, provisional, or professional remedial reading, remedial language arts or reading consultant endorsement to pass the reading instruction examination approved by the SBE in April 2009, or its equivalent.

PA 13-286: An Act Requiring Greater Transparency and a Transition Plan for the Governance of the State Education Resource Center *(Effective from passage)*

- Section 1, as amended by PA 13-247, adds the State Education Resource Center (SERC) and to the definition of “state contracting agency” for the purposes of contracting.
- Section 2 provides that SERC is subject to competitive bidding and audit requirements, and that SERC is a public agency for purposes of FOI and a state agency for purposes of hiring contractors pursuant to personal service agreements.
- Section 3 requires the Commissioner to submit a report to the legislature by January 15, 2014, containing all contracts awarded by SDE and SERC to private vendors and

RESCs, all amounts and sources of private funding received by SDE and SERC, and amounts paid by SDE and SERC for the salary and benefits for any SDE or SERC employee. The report must also be posted on the SDE and SERC Web sites.

- Section 4 requires the Commissioner to submit a plan to the Education Committee of the General Assembly by January 15, 2014, to transition SERC to either a quasi-public agency, state agency or nonprofit.

PA 13-261: An Act Concerning Revisions to the Higher Education Statutes (*Effective July 1, 2013*)

- Section 10 requires any candidate in a program of teacher preparation leading to professional certification shall complete, as part of their program, training in awareness and identification of gifted and talented children.

PA 13-273: An Act Concerning Dissection Choice (*Effective July 1, 2013*)

- This act requires school districts to excuse any student from participating in, or observing, animal dissections as part of classroom instruction if the student's parent or guardian has requested such in writing. An excused student must complete an alternate assignment that the school determines.

PA 13-297: An Act Concerning Criminal Penalties for Failure to Report Child Abuse (*Effective October 1, 2013*)

- This act makes it a form of risk of injury to a child for a person to intentionally and unreasonably interfere with or prevent a person who is required to report suspected child abuse and neglect (a mandated reporter) from carrying out this obligation. The act makes this a class D felony.
- The act also makes it a crime for mandated reporters to fail to report suspected child abuse or neglect to the Department of Children and Families (DCF). Under prior law, this inaction subjected them to fines of between \$500 and \$2,500. The act makes it a class A misdemeanor.

Budget and Bond-Related Public Acts Affecting Education

PA 13-60: An Act Concerning the Consolidation of Noneducational Services (*Effective October 1, 2013*)

- This public act requires a town's appropriating authority to make spending recommendations and suggestions to the local school board regarding consolidation of noneducational services and cost savings. The appropriating authority must do so no later than 10 days after the school board submits its annual itemized estimated

budget. The local school board may then accept or reject the suggestions, but must provide a written explanation of any rejections.

- The public act also expands the notification requirement when a school board transfers funds. Currently, the school board must announce such a transfer at its next regularly scheduled meeting. This act requires the school board to also provide a written explanation of the transfer to the town's legislative body.

PA 12-234: An Act Implementing the Governor's Budget Recommendations for Housing, Human Services, and Public Health (*Sections 70, 121, 124-125 effective July 1, 2013; Section 154 effective October 1, 2013*)

- Section 123 requires DCF, in consultation with the SDE, to establish a two-year Raise the Grade pilot program in Hartford, Bridgeport, and New Haven to increase the academic achievement of children who are in DCF custody or are being served by the Court Support Services Division of the Judicial Department (CSSD) in these cities.
- Section 124 requires SDE and DCF to annually track the academic progress of children in state custody from Prekindergarten through Grade 12 and to submit a progress report to the Achievement Gap Task Force. DCF and CSSD must develop a plan to ensure that all facilities and school programs they run or they contract for can meet the academic and related service needs of enrolled children and youth. The plan must ensure the ability to provide:
 - the development of effective practices for acquiring and reviewing the student's educational records, including assessment of his or her present level of academic performance;
 - the youth's identified educational and related service needs;
 - appropriate and ongoing professional development on providing educational and related services to abused, neglected, and juvenile just-involved youth;
 - research-based instruction and standards-based core curriculum for all enrolled youth; and
 - administrative review of all programs that DCF and CSSD run.
- Section 152 requires the Commissioner of Education, in consultation with the Department of Public Health (DPH) Commissioner, to establish a pilot program to study the incidence of injuries, particularly concussions, to high school students during interscholastic athletic activities. The commissioners must do this only if federal or private funds are available and the state does not incur a cost.
 - The Commissioner of Education must make grants to 20 high schools to monitor injuries for two years and report the occurrence of these injuries.
 - Any school receiving a grant must monitor and report these injuries with the cooperation of the school athletic director, licensed athletic trainers providing

service to the school, any physician associated with the school's athletic program, and the Connecticut Interscholastic Athletic Conference.

- Within one year of starting the pilot program, the Commissioner of Education must provide to the legislature a summary of the reports he received from the schools as well as recommendations for decreasing the number and severity of injuries.

PA 13-243: An Act Concerning Authorization of State Grant Commitments for School Building Projects and Roof Pitch Requirements for School Buildings (*Section 1 effective upon passage; Section 2 effective July 1, 2013*)

- Section 1 authorizes bonds for grant commitments to various school construction projects.
- Section 2 changes the required roof pitch of school buildings to conform to the State Building Code; rather than the current ½ inch per foot, this allows a ¼ inch pitch per foot for schools.

PA 13-247: An Act Implementing Provisions of the State Budget for the Biennium Ending June 30, 2015 Concerning General Government (*Sections 41, 45, 123, 320-322 effective upon passage; Sections 152-153, 156-163, 188-189, 192, 323-324 effective July 1, 2013*)

- Section 41 requires the SDE to adopt regulations to implement a fiscal accountability data collection report that will include all sources, amounts, and uses of all public and private funds by school districts and by public schools. The SDE shall report to the legislature no later than December 31, 2014, and annually thereafter, all such data as well as school size, student demographics, and other factors.
- Section 45 requires the Commissioner of Education to submit a report concerning programs developed by boards of education regarding talent development and the implementation of statewide standards to the legislature not later than January 1, 2014, and quarterly thereafter until January 1, 2016.
- Section 123 states that, beginning in the fiscal year ending June 30, 2015, and continuing each year thereafter, the SDE will consult with the Department of Social Services to develop a sliding tuition scale based on family income to be used in the calculation of the amount that a RESC operating an interdistrict magnet school offering a preschool program may charge for tuition.
- Sections 152 and 153 revise and update the Education Cost Sharing formula and raise the per-student foundation amount from \$9,687 to \$11,525. These sections also establish a minimum aid ratio of 10 percent for alliance districts and 2 percent for all other districts and phases in new funding and different rates depending on educational need, with alliance districts and educational reform districts receiving the most support.

- Sections 156-163 maintain existing caps on certain state education formula grants and extend these for two more fiscal years, through June 30, 2015.
- Sections 188-189 require the SDE to establish an “Academic Enhancement Program,” allowing students in Grades 11 and 12 to substitute fulfillment of high school graduation requirements with a passing grade on a national exam, achievement of a particular grade point average, and three letters of recommendation from school professionals. This program will allow for graduation beginning in the 2014-15 school year.
- Section 192 requires that each board of education, RESC, and charter school post on its Web site its aggregate spending on salaries, benefits, supplies, equipment, tuition, services, and other items for each of its schools beginning in FY 14.
- Section 320 establishes a task force to study the creation of a statewide health insurance pool for school bus drivers employed by a local or regional school district or a private company that provides busing services for a district. This task force will also investigate the estimated state and municipal fiscal impact of such a pool. The task force will report to the legislature no later than January 1, 2014.
- Section 321 establishes a task force to develop guidelines for each RESC to use in developing uniform regional school calendars.
- Section 322 requires each RESC to develop a uniform regional school calendar to be used by each board of education in its region no later than April 1, 2014.
- Sections 323 and 324 allow boards of education to adopt the uniform calendars developed by their RESC for the 2014 school year and require them to adopt such calendars beginning with the 2015 school year.