

**NEW MILFORD BOARD OF EDUCATION**

**New Milford Public Schools**

**50 East Street**

**New Milford, Connecticut 06776**

**POLICY SUB-COMMITTEE**

**MEETING NOTICE**

RECEIVED  
TOWN CLERK

2017 SEP - 1 P 12: 59

NEW MILFORD, CT

**DATE:** September 5, 2017  
**TIME:** 6:45 P.M.  
**PLACE:** Lillis Administration Building - Rm. 2

**AGENDA**

**New Milford Public Schools Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family, and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

**1. Call to Order**

**2. Public Comment**

An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:

- A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
- B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

**3. Discussion and Possible Action**

- A. Policy Recommended for Revision and Approval at Initial Board Presentation in accordance with Board Bylaw 9311:
  - 1. 5113 Truancy

**4. Discussion**

- A. Regulation for adoption:
  - 1. 1325 Advertising and Promotion

**5. Item of Information**

- A. 2017 Education Law Summaries – CABE, July 2017

**6. Public Comment**

An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:

- A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
- B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in

accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

**7. Adjourn**

**Sub-Committee Members:** **J.T. Schemm, Chairperson**  
**Wendy Faulenbach**  
**Dave Littlefield**  
**Tammy McInerney**

**Alternates:** **Bill Dahl**  
**Brian McCauley**

**RECOMMENDED FOR REVISION AND  
APPROVAL AT INITIAL BOARD PRESENTATION**

Language in **RED** constitutes an addition

*COMMENTARY:* Section eight of Public Act 16-147 made several amendments to the truancy statutes. These amendments became effective August 15, 2017. The principal amendment was the elimination of the requirement that superintendents file a family with service needs complaint with the Superior Court if the parent fails to attend a truancy intervention meeting or otherwise fails to cooperate with the district in addressing the truancy issue.

Public Act 17-14 also amended the truancy statutes by removing in-school suspensions from the definition of “student absence.” However, this change does not require policy amendment for New Milford because the policy is worded broadly enough to incorporate the change without any amendment.

**5113(a)**

## **Students**

### **Truancy**

#### Attendance

Classroom learning experiences are the basis for public school education. Time lost from class is lost instructional opportunity. The attendance policy is intended to promote student success.

The New Milford Board of Education requires parents to ensure that their children attend school regularly during the hours and terms the public schools are in session.

Regular attendance at school is not only required by state law, but is an integral component in student success and a matter of self-discipline which will prove important later in life. Class time is an invaluable opportunity for students and teachers to interact with each other and exchange ideas. It is also the forum for a wide range of learning opportunities which cannot be duplicated outside of the classroom. Therefore, in order to avail themselves of the maximum opportunity for learning, students need to be present in each and every class.

The success of a student is determined by the cooperative effort of the student, parents, school, and the community. Failure of these groups to live up to their responsibilities can result in failure for the student. For this reason, responsibilities must be clearly defined and followed.

The procedures and regulations shall be in accordance with Board policy and Connecticut State law. The Superintendent shall insure that administrative procedures and disciplinary actions for student attendance will be contained in each student/parent handbook.

Procedures and regulations shall be maintained and implemented for the schools to provide age-appropriate measures which promote regular and punctual attendance. Schools that share the same grade levels shall have the same procedures and regulations. The procedures and regulations shall clearly define the responsibilities of parents and students regarding attendance



## Students

### Truancy

in class and school, tardiness, early dismissal, completion of missed work, and other areas which affect the classroom learning experience.

The Principal will give annual written notice to parents/guardian of their obligations according to Connecticut General Statute 10-184. At the beginning of each academic year -- or, in the case of students who enroll during the school year, at the time of enrollment -- the school district will require from the parents/guardians a telephone number where they can be contacted during the school day (i.e. from first bell to dismissal).

The official school day, during which all students are the responsibility of the high school, begins when the student either boards a school bus to come to school or otherwise when the student arrives on campus for the day. Students may neither get off the bus prior to arrival at school nor may they leave campus once they have arrived, without prior approval of the Principal or the Principal's designee.

### Standards

#### A. Student Responsibilities

1. To attend all classes except for reasons stated under "Excused Absence" and to be punctual.
2. To report directly to the Attendance Office or School Office when tardy to school, in accordance with school procedures.
3. To notify teachers of anticipated absence and to make arrangements to make up work promptly upon return from an excused absence. In the case of an extended absence, to seek faculty assistance if needed and to make up work in a reasonable time frame.
4. To communicate with parents, teachers, and/or school administrators any problems related to lack of attendance and/or tardiness to school or any class.
5. To report one's own absences from school or class in accordance with school procedures if one is legally emancipated.

#### B. Parent Responsibilities:

1. To communicate and work cooperatively with the school for the benefit of the student.
2. To emphasize the importance of regular attendance and punctuality. To authorize only those absences that are included under "Excused Absence." Also, to make every effort to schedule appointments and vacations outside of school hours.

**Students****Truancy**

3. To contact the school regarding an absence or tardy the morning of that absence or tardy.
4. To assist students with arrangements to seek faculty assistance and make up missed work resulting from an absence.

**C. School Responsibilities:**

1. To take all actions necessary to ensure the success of the student, including parent conferences, counseling, and interaction with the community in making use of community services.
2. To keep accurate attendance records.
3. To notify parents promptly (when parents have not called the school) of all absences whether, for one class or the entire school day.
4. To arrange opportunities for the students to make up missed tests, quizzes and assignments resulting from absences, upon their return to school. In the case of extended absence, to prepare with the student a plan for faculty assistance and an opportunity to make up work in a reasonable time frame.

**D. Community Responsibilities:**

1. To realize that the success of students contributes to the success of the community.
2. To encourage regular school attendance as a prerequisite for student employment.
3. To encourage area businesses to refrain from allowing students to congregate during school hours.
4. To encourage medical and dental offices to arrange student appointments outside of school hours.
5. To do all that is possible under current state law to ensure that all students attend school regularly.

**Definitions**

1. Truant - Shall mean a student age 5 — 18 inclusive who has four unexcused absences in any one month or ten unexcused absences in one school year.
2. Tardy - A student shall be considered tardy if he/she arrives at class after classes have begun.



## Students

### Truancy

3. Absence - any non-attendance of an enrolled student. A student is considered to be in attendance if present at his/her assigned school, or an activity sponsored by the school (e.g. field trip), for at least half of the regular school day.
4. Disciplinary Absence - an absence that is the result of school or district disciplinary action such as an out-of-school suspension or expulsion. Disciplinary absences are neither excused nor unexcused.
5. Documentation of absence — a written explanation of the nature of and the reason for the absence as well as the length of the absence. This includes a signed note from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate. Separate documentation must be submitted for each incidence of absenteeism. Non-English speaking parents/guardians may submit documentation in their native language.
6. Excused Absence - A student's non-attendance from school shall be considered excused if written documentation of the reason for the absence has been submitted within ten school days of the student's return to school or in accordance with Section 10-210 of the Connecticut General Statutes (when the school medical advisor provides notice to a parent or guardian that a student has symptoms of a communicable disease) and meets the following criteria:
  - A. For absences one through nine, a student's absences from school are considered excused when the student's parent/guardian approves such absence and submits appropriate documentation; and
  - B. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:
    1. student illness (all student illness absences must be verified by an appropriately licensed medical professional to be deemed excused, regardless of the length of absence);
    2. student's observance of a religious holiday;
    3. death in the student's family or other emergency beyond the control of the student's family;
    4. mandated court appearances (additional documentation required);

## Students

### Truancy

the lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation is required for this reason); or

5. extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance.
- C. Up to ten absences will be considered excused for students to visit with parents or legal guardians who are active members of the armed forces and have been called to duty for, are on leave from or have immediately returned from deployment to a combat zone or combat support posting. The Board of Education may grant additional excused absences for such purposes.
7. Unexcused absence — Any absence that does not meet the criteria for an excused absence (including proper documentation) or a disciplinary absence.
8. Dismissal - No school, grade, or class may be dismissed before the regularly scheduled dismissal time without the approval of the Superintendent or his/her designee. No teacher may permit any individual student to leave school prior to the regular hour of dismissal without the permission of the Principal. No student may be permitted to leave school at any time other than at regular dismissal without the approval of the student's parent/guardian. If a court official with legal permission to take custody of a child, or if a police officer arrests a student, the parent/guardian should be notified of these situations by the administration.
9. Chronically Absent Child - a child who is enrolled in a school under the jurisdiction of the Board and whose total number of absences at any time during a school year is equal to or greater than ten per cent of the total number of days that such student has been enrolled at such school during such school year.

### Attendance

Connecticut state law requires parents to cause their children, ages five through eighteen inclusive, to attend school regularly during the hours and terms the public school is in session. Parents or persons having control of a child five years of age have the option of not sending the child to school until age six or seven. The parent or person having control of a child of age five or six shall exercise such option by personally appearing at the school district office and signing an option form. At such time, school personnel shall provide the parent or person with information on the educational opportunities available in the school system. Mandatory attendance terminates upon graduation or withdrawal with written parent/guardian consent at age seventeen.



## Students

### Truancy

#### Attendance (continued)

Classroom learning experiences are the basis for public school education. Time lost from class is lost instructional opportunity. The Board of Education requires that accurate records be kept of the attendance of each child, and students should not be absent from school without parental knowledge and consent.

Parents and guardians shall be notified when a student has reached nine (9) absences and reminded of the stricter rules that apply to further absences for the remainder of the school year.

The Superintendent of Schools or designee shall periodically audit a small percentage of the documentation provided for student absences in order to ensure general compliance with this policy.

#### Excessive Absences/Truancy

It is the policy of the Board of Education to monitor school attendance so as to identify students who are truant, and to enlist the cooperation of parents and, when necessary, the juvenile justice system, in order to address the problem when it arises. The following truancy procedures are hereby adopted:

For purpose of these procedures, "Parent" means the parent, guardian or other person having control of a child.

1. Whenever a student in grade K-8 is absent from school on a regularly scheduled school day and no indication has been received by school personnel that the parent or other person having control of the child is aware of the student's absence, school personnel or volunteers under the direction of the building principal shall make a reasonable effort to notify the parent of the student's absence **by telephone**. ~~Notification shall be by telephone and by mail. The mailed notice shall include a warning that two unexcused absences from school in a month or five unexcused absences in a year may result in a complaint filed with the Superior Court that the child's family is a family with service needs.~~
2. When a student is identified as a truant, the Superintendent or his/her designee will conduct a meeting with the parent, the student, if appropriate, and with such school personnel where involvement is determined appropriate. The meeting will occur not later than ten (10) school days after the child's fourth (4th) unexcused absence in a month or the tenth (10th) unexcused absences in a school year and will be for the purpose of reviewing and evaluating the reasons for truancy. In reviewing and evaluating the reasons for the student's truancy, the participants of the meeting should consider the appropriateness of referring the student to the school's [Student Assistance Team] or



## Students

### Truancy

#### Excessive Absences/Truancy (continued)

planning and placement team. At the meeting, school personnel shall be designated to coordinate services with and referrals of children to community agencies providing child and family services if appropriate.

3. ~~If the parent of a child who is a truant fails to attend the meeting held pursuant to paragraph 2 above, or fails to otherwise cooperate with the school in attempting to solve the truancy problem, the Superintendent will file not later than fifteen (15) calendar days after such failure to attend or failure to cooperate, a written complaint with the Superior Court pursuant to Connecticut General Statutes §46b-149, alleging that the acts or omissions of the child are such that his/her family is a family with service needs.~~

#### Chronic Absenteeism

The Board will report data to the state regarding the number of students who are truant and chronically absent as required by law. In the event that a school experiences high rates of chronic absenteeism, the Superintendent will form an attendance review team to address the problem. Such attendance review teams may utilize resources developed by the State Department of Education for chronic absenteeism prevention and intervention.

Legal References:     Connecticut General Statutes  
                               10-184 Duties of parents  
                               10-185 Penalty  
                               10-198a through 10-202 Attendance, truancy - in general  
                               10-220 Duties of boards of Education  
                               10-221 Boards of education to prescribe rules, policies and procedures  
                               46b-149 Child from family with service needs

Connecticut State Board of Education Definitions of Excused and Unexcused Absences Adopted June 27, 2012

Connecticut State Board of Education Statewide Definition of Attendance for Public School Districts in Connecticut, Adopted January 2, 2008.

**Students**

**Truancy**

Legal References (continued)

Connecticut State Department of Education's "Guidelines for Implementation of the Definitions of Excused and Unexcused Absences and Best Practices for Absence Prevention and Intervention," April 2013

Policy adopted: June 12, 2001  
Policy revised: June 24, 2004  
Policy revised: June 12, 2007  
Policy revised: June 8, 2010  
Policy revised: October 11, 2011  
Policy revised: October 9, 2012  
Policy revised: October 8, 2013  
Policy revised: October 14, 2014  
Policy revised: October 13, 2015

NEW MILFORD PUBLIC SCHOOLS  
New Milford, Connecticut

**Appendix A****NEW MILFORD PUBLIC SCHOOLS  
New Milford, Connecticut****ANNUAL NOTIFICATION OF PARENTAL OBLIGATIONS  
UNDER C.G.S. 10-184**

Dear (Parent Name),

Connecticut law requires that annually the school district provide you a written notice of your obligations under Connecticut General Statute 10-184. This law requires each parent or guardian of a child five years of age and older and under eighteen years of age to ensure that the child attends school regularly when school is in session — unless such parent or other person shows that the child is receiving equivalent instruction elsewhere, or that the child has graduated from high school. Parents or persons having control of a child five or six years of age have the option of not sending the child to school until age six or seven by personally appearing at the school district office and signing an option form. The parent or person having control of a child seventeen years of age may consent to such child's withdrawal from school by signing a withdrawal form at the school district office.

Regular student attendance is essential to the educational process. So that we can inform you if your child is absent without a previous explanation, Connecticut laws also require that we obtain from you a telephone number or other means of contacting you during the school day. Please complete and return the form attached.

Thanks for your cooperation.

Sincerely,

Principal



**ITEM OF INFORMATION  
REGULATION FOR DISCUSSION**

**1325(a)**

## **Community Relations**

### **Advertising and Promotion**

The resources of the New Milford Public Schools may not be used to advertise or promote goods or services to students if the primary purpose of such activity is to create commercial benefit for a non-school entity.

The Superintendent or designee shall:

1. Cooperate through announcements and distribution of program material, with a town agency or recognized non-profit organizations that benefit students and their families when such cooperation will not interfere, restrict or impair the educational program of the schools.
2. The Superintendent may announce or authorize to be announced, any lecture, play, film, or other community activity with educational value and consistent with the curriculum.

The appropriate Principal or designee shall:

1. Permit participation, which participation shall be at the option of the individual schools, in essay, art, science and similar contests sponsored by outside interests when such activities parallel the curriculum and contribute to the educational program.
2. Accept limited advertising on extra-curricular activity schedules and programs at the discretion of the Principal of the school involved.
3. Allow advertising for services in connection with class pictures, class rings and similar student activities approved by the appropriate administrator.

The Board recognizes that it is consistent with the intent of this regulation to allow the recognition of non-school entities in the following limited circumstances.

1. The Board may accept donations of goods or services which incorporate a recognition of the donating organization. The donating organization will obtain approval of the Superintendent with respect to the nature of the recognition prior to initiating the donation.
2. At extra-curricular or athletic events, the Superintendent may allow the use of vendor provided signage or paraphernalia directly related to the provisioning of goods and services, appropriate sponsor-provided signage or paraphernalia, or the inclusion of appropriate advertisements in programs related to the event.

## Community Relations

### Advertising and Promotion

3. The Board allows recognized PTO organizations to advertise and promote the activities sponsored by the PTO organizations. Any such communication shall clearly indicate that the activity is sponsored by the PTO.
4. Hours of operations and items to be sold in school stores are subject to approval of the Principal.

Legal Reference: Connecticut General Statutes

7-194 Powers.

10-9 Bequests for educational purposes.

10-21a Accredited courses offered by employers.

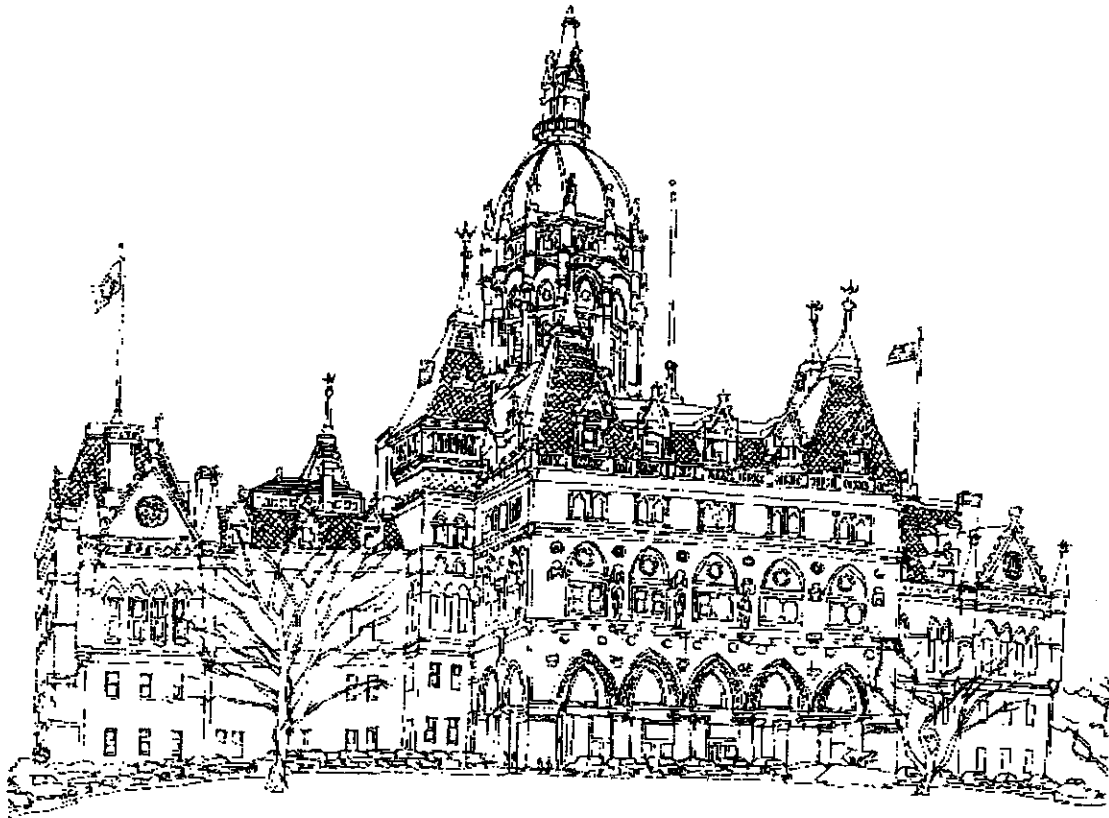
10-21b Programs offered jointly by boards of education and business firms; neighborhood assistance.

Title IX of the Educational Amendments of 1972.

---

# **CABE**

## **July 2017**



**2017 Education Law Summaries**

---



*The distinctive line drawing of the Capitol building which appears on the cover was graciously donated to CAFE by the late Richard Welling, a Hartford artist. The artwork is a particularly appropriate piece for our issue of the 2017 Education Law Summaries. We are delighted to be able to feature a work by this very talented artist.*

# PUBLIC ACTS • TABLE OF CONTENTS

• <b>Education Law Summaries Introduction</b> .....	2	• <b>PA 17-93</b> An Act Concerning the Department of Public Health's Recommendation Regarding Adoption of a Model Food Code... 13	13
• <b>PA 17-3</b> An Act Requiring Special Education Teachers to Complete a Program of Study in Evidence-Based Structured Literacy Interventions for Students with Dyslexia .....	3	• <b>PA 17-94</b> An Act Concerning Educational and Professional Standards for Professional Counselors.....	13
• <b>PA 17-13</b> An Act Concerning the Legislative Commissioners' Recommendations for Technical Revisions to the Statutes Relating to Education and Early Childhood .....	3	• <b>PA 17-100</b> An Act Establishing a Division of Postsecondary Education Programs Within the Technical High School System .....	13
• <b>PA 17-14</b> An Act Implementing the Recommendations of the Department of Education .....	3	• <b>PA 17-101</b> An Act Concerning Early Literacy.....	13
• <b>PA 17-29</b> An Act Concerning Connecticut's Seal of Biliteracy.....	4	• <b>PA 17-146</b> An Act Concerning the Department of Public Health's Various Revisions to the Public Health Statutes .....	14
• <b>PA 17-32</b> An Act Concerning Human Trafficking .....	5	• <b>PA 17-163</b> An Act Concerning Notification to Schools and Institutions of Higher Education of Restraining Orders, Civil Protection Orders and Standing Criminal Protective Orders Affecting Students .....	15
• <b>PA 17-37</b> An Act Implementing the Recommendations of the Task Force on Professional Development and In-Service Training Requirements for Educators .....	5	• <b>PA 17-172</b> An Act Applying the Sheff Definition of Reduced-Isolation Setting to All Interdistrict Magnet Schools in the State.....	15
• <b>PA 17-41</b> An Act Concerning Revisions to the Staff Qualifications Requirement for Early Childhood Educators.....	8	• <b>PA 17-173</b> An Act Concerning Minor Revisions and Additions to the Education Statutes.....	19
• <b>PA 17-42</b> An Act Concerning Revisions to the High School Graduation Requirements.....	9	• <b>PA 17-194</b> An Act Concerning Access to Student Records for Certain Unaccompanied Youths.....	20
• <b>PA 17-67</b> An Act Creating An Advisory Council Relating to Digital Citizenship, Internet Safety and Media Literacy.....	10	• <b>PA 17-200</b> An Act Making Revisions to the Student Data Privacy Act of 2016 .....	20
• <b>PA 17-68</b> An Act Concerning Various Revisions and Additions to the Education Statutes .....	10	• <b>PA 17-215</b> An Act Concerning Reform District Turnaround Plans .....	21
• <b>PA 17-79</b> An Act Concerning Recommendations by the Department of Motor Vehicles Regarding Insurance Policies for Certain Vehicles, Youth Instruction Permits, Operator Licenses, Commercial Motor Vehicle Operation, Administrative Fees, Diversion Program, Student Transportation Vehicles, Abandoned Motor Vehicles, Hartford Whaler License Plates and Other Changes to the Motor Vehicle Statutes .....	12	• <b>PA 17-220</b> An Act Concerning Education Mandate Relief .....	21
• <b>PA 17-81</b> An Act Concerning Revisions to Certain Statutes Regarding the Department of Children and Families.....	12	• <b>PA 17-237</b> An Act Concerning the Establishment of the Technical High School System as an Independent Agency .....	25
• <b>PA 17-82</b> An Act Concerning Services for Gifted and Talented Students ...	12	• <b>SA 17-1</b> An Act Concerning the Development of a Plan for Universal Preschool.....	26
• <b>PA 17-86</b> An Act Concerning Appeals Under the Freedom of Information Act Involving Notice of Meeting.....	13	• <b>CABE Resolutions, State Relations, and Federal Relations Committees</b> .....	19
		• <b>CABE Board of Directors</b> .....	20

# INTRODUCTION

## Education Law Summaries

This publication is devoted to the 2017 Education Law Summaries. Included in this material are summaries of the laws that have an impact on public education passed during the 2017 regular session of the Connecticut General Assembly. **At the time of this publication the legislature has not adopted a budget. A summary of the budget and legislation to implement the budget will be summarized in a Special Supplement.** You will note there are gaps in the numerical sequence of the Public and Special Acts. This is because Acts unrelated to education or to the operation of school districts have been omitted.

The Governor signs into law two kinds of Acts, Public and Special. Public Acts, which are valid enactments that have general application, become part of the Connecticut General Statutes. They either add to, modify, or replace current statutes. Special Acts do not become part of the General Statutes. They are valid enactments created to address a particular set of circumstances or involve specific individuals, corporations, cities, towns or special districts.

Every effort has been made to be as complete and accurate as possible so that the Education Law Summaries provide a reliable resource. The format of the summaries is geared to facilitate reading and enhance comprehension. The number and title of each Act are provided for identification and to cue subject matter. The number and title are followed by individual summaries. In most cases, the summary will be sufficient for one to understand the Act and how it will apply to school districts. However, where it seems necessary and appropriate, the entire text of the act or the text of individually summarized programs in the Act is also included.

As you read the Education Law Summaries, keep three points in mind: (NEW) indicates that the material which follows is an entirely new section added to the statutes under the Act, material printed in boldface type is also new to the statutes as a result of the Act, and bracketed material indicates language that has been deleted from the statutes under the Act.

We trust you will find this CUBE service to be useful and informative.

7/2017



## 2017 Education Law Summaries

### PA 17-3

(Signed by Governor)

#### AN ACT REQUIRING SPECIAL EDUCATION TEACHERS TO COMPLETE A PROGRAM OF STUDY IN EVIDENCE-BASED STRUCTURED LITERACY INTERVENTIONS FOR STUDENTS WITH DYSLEXIA

**SUMMARY:** *Beginning July 1, 2018, this act 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, current (1) comprehensive special education endorsement applicants must 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, and (2) integrated early childhood and special education endorsement applicants must complete an approved teacher preparation program specifically in the area sought and be recommended for certification.*

*Under the act, 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

### PA 17-13

(Signed by Governor)

#### AN ACT CONCERNING THE LEGISLATIVE COMMISSIONERS' RECOMMENDATIONS FOR TECHNICAL REVISIONS TO THE STATUTES RELATING TO EDUCATION AND EARLY CHILDHOOD

**SUMMARY:** *This act makes conforming and technical changes to the education and early childhood statutes.*

**EFFECTIVE DATE:** July 1, 2017

### PA 17-14

(Signed by Governor)

#### AN ACT IMPLEMENTING THE RECOMMENDATIONS OF THE DEPARTMENT OF EDUCATION

**SUMMARY:** *This act 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 certain requirements for cooperative regional special education facilities to be eligible for state school construction grants (§ 2);*
- 3. allows teacher preparation program students to avoid taking the state competency examination if they have 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 education 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) RESC 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 (§ 12).

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

Section 1. Section 10-198c of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2017):

(a) As used in this section:

(1) "Chronically absent child" means a child who is enrolled in a school under the jurisdiction of a local or regional board of education and whose total number of absences at any time during a school year is equal to or greater than ten per cent of the total number of days that such student has been enrolled at such school during such school year;

(2) "Absence" means [(A)] an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to section 10-198b; [, or (B) an in-school suspension, as defined in section 10-233a, that is greater than or equal to one-half of a school day; ]

(3) "District chronic absenteeism rate" means the total number of chronically absent children under the jurisdiction of a local or regional board of education in the previous school year divided by the total number of children under the jurisdiction of such board for such school year; and

(4) "School chronic absenteeism rate" means the total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

(b) (1) Each local and regional board of education that (A) has a district chronic absenteeism rate of ten per cent or higher shall establish an attendance review team for

the school district. (B) has a school under the jurisdiction of the board with a school chronic absenteeism rate of fifteen per cent or higher shall establish an attendance review team at such school, (C) has more than one school under the jurisdiction of the board with a school chronic absenteeism rate of fifteen per cent or higher shall establish an attendance review team for the school district or at each such school, or (D) has a district chronic absenteeism rate of ten per cent or higher and one or more schools under the jurisdiction of the board with a school chronic absenteeism rate of fifteen per cent or higher shall establish an attendance review team for the school district or at each such school. Such attendance review teams shall be established to address chronic absenteeism in the school district or at the school or schools.

(2) Any attendance review team established under this subsection may consist of school administrators, guidance counselors, school social workers, teachers and representatives from community-based programs who address issues related to student attendance by providing programs and services to truants, as defined in section 10-198a, and chronically absent children and their parents or guardians. Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.

**PA 17-29**

**(Signed by Governor)**

**AN ACT CONCERNING  
CONNECTICUT'S SEAL OF BILITERACY**

**SUMMARY:** *This act requires the State Board of Education, by September 1, 2017, to establish criteria for awarding the Connecticut State Seal of Biliteracy. The act allows local and regional boards of education to affix this seal on a high school student's diploma to recognize high proficiency in English and at least one other foreign language, beginning with the graduating class of 2018. Under the act, "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 act also requires boards to include a designation on recipient students' transcripts indicating that they received the seal, beginning with the graduating class of 2018.*

**EFFECTIVE DATE:** July 1, 2017

**PA 17-32  
(Signed by Governor)  
AN ACT CONCERNING  
HUMAN TRAFFICKING**

**SUMMARY:** *This act makes various changes in laws that pertain to human trafficking, including requiring the DCF commissioner, in consultation with the DESPP commissioner, to develop and approve an educational and refresher training program to accurately and promptly identify and report suspected human trafficking.*

*The program must include a video presentation that offers awareness of human trafficking issues and guidance to: law enforcement personnel; Superior Court judges; prosecutors, public defenders, and attorneys who represent criminal defendants; hospital emergency room and urgent care facility staff who have contact with patients; and local or regional board of education, University of Connecticut, or Connecticut state college or university employees who have contact with students. (The act does not specify what "contact" means.)*

*These individuals must complete the (1) initial educational training by July 1, 2018 and (2) refresher training annually thereafter. New hires must complete the initial educational training within six months after their start date, or by July 1, 2018, whichever is later.*

**EFFECTIVE DATE:** October 1, 2017, except the provision on the attorney general's proposed certification is effective upon passage.

**PA 17-37  
(Signed by Governor)  
AN ACT IMPLEMENTING  
THE RECOMMENDATIONS OF  
THE TASK FORCE ON  
PROFESSIONAL DEVELOPMENT  
AND IN-SERVICE TRAINING  
REQUIREMENTS FOR EDUCATORS**

**SUMMARY:** *For professional development, the act:*

- 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 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 SBE authority to assess financial penalties against districts it finds out of compliance based on such SDE audits.*

*For in-service training, the act eliminates several topics districts are currently required to cover when providing such training to certified teachers, administrators, and other pupil personnel, including:*

- youth suicide;*
- exceptional children's growth and development;*
- applying computer and information to student learning and classroom instruction;*
- teaching language arts, reading and reading readiness for kindergarten to grade three;*
- second language instruction in districts required to provide bilingual education;*
- teacher evaluation and support program; and*
- cultural competency.*

*(Some of these topics are covered by other statutory provisions and, in practice, may be covered by local education curricula.)*

**EFFECTIVE DATE:** July 1, 2017



Section 1. Section 10-148a of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2017):

(a) For the school year commencing July 1, 2013, and each school year thereafter, each certified employee shall participate in a program of professional development. Each local and regional board of education shall make available, annually, at no cost to its certified employees, a program of professional development that is not fewer than eighteen hours in length, of which a preponderance is in a small group or individual instructional setting. Such program of professional development shall (1) be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement, (2) focus on refining and improving various effective teaching methods that are shared between and among educators, (3) foster collective responsibility for improved student performance, and (4) be comprised of professional learning that (A) is aligned with rigorous state student academic achievement standards, (B) is conducted among educators at the school and facilitated by principals, coaches, mentors, distinguished educators, as described in section 10-145s, or other appropriate teachers, (C) occurs frequently on an individual basis or among groups of teachers in a job-embedded process of continuous improvement, and (D) includes a repository of best practices for teaching methods developed by educators within each school that is continuously available to such educators for comment and updating. Each program of professional development shall include professional development activities in accordance with the provisions of subsection (b) of this section.

(b) Local and regional boards of education shall offer professional development activities to certified employees as part of the plan developed pursuant to subsection (b) of section 10-220a or for any individual certified employee. Such professional development activities may be made available by a board of education directly, through a regional educational service center or cooperative arrangement with another board of education or through arrangements with any professional development provider approved by the Commissioner of Education **and shall be consistent with any goals identified by the certified employees and the local or regional board of education.** [Such professional development activities shall

(1) improve the integration of reading instruction, literacy and numeracy enhancement, and cultural awareness into instructional practice, (2) include strategies to improve English language learner instruction into instructional practice, (3) be determined by each board of education with the advice and assistance of the teachers employed by such board, including representatives of the exclusive bargaining unit for such teachers pursuant to section 10-153b, and on and after July 1, 2012, in full consideration of priorities and needs related to student outcomes as determined by the State Board of Education, (4) use the results and findings of teacher and administrator performance evaluations, conducted pursuant to section 10-151b, to improve teacher and administrator practice and provide professional growth, and (5) include training in the implementation of student individualized education programs and the communication of individualized education program procedures to parents or guardians of students who require special education and related services for certified employees with an endorsement in special education who hold a position requiring such an endorsement. Professional development completed by superintendents of schools and administrators, as defined in section 10-144e, shall include at least fifteen hours of training in the evaluation and support of teachers under the teacher and administrator evaluation and support program, adopted pursuant to subsection (b) of section 10-151b, during each five-year period. The time and location for the provision of such activities shall be in accordance with either an agreement between the board of education and the exclusive bargaining unit pursuant to section 10-153b or, in the absence of such agreement or to the extent such agreement does not provide for the time and location of all such activities, in accordance with a determination by the board of education.]

[(c) Each local and regional board of education or supervisory agent of a nonpublic school approved by the State Board of Education shall attest to the Department of Education, in such form and at such time as the commissioner shall prescribe, that professional development activities under this section: (1) Are planned in response to identified needs, (2) are provided by qualified instructional personnel, as appropriate, (3) have the requirements for participation in the activity shared with participants before the commencement of the activity, (4) are evaluated in terms of its effectiveness

and its contribution to the attainment of school or district-wide goals, and (5) are documented in accordance with procedures established by the State Board of Education. In the event that the Department of Education notifies the local or regional board of education that the provisions of this subsection have not been met and that specific corrective action is necessary, the local or regional board of education shall take such corrective action immediately.

(d) The Department of Education shall conduct audits of the professional development programs provided by local and regional boards of education. If the State Board of Education determines, based on such audit, that a local or regional board of education is not in compliance with any provision of this section, the State Board of Education may require the local or regional board of education to forfeit the total sum which is paid to such board of education from the State Treasury in an amount determined by the State Board of Education. The amount so forfeited shall be withheld from a grant payment, as determined by the Commissioner of Education, during the fiscal year following the fiscal year in which noncompliance is determined. The State Board of Education may waive such forfeiture if the State Board of Education determines that the failure of the local or regional board of education to comply with the provisions of this section was due to circumstances beyond its control.]

Sec. 2. Subsection (a) of section 10-220a of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2017*):

(a) Each local or regional board of education shall provide an in-service training program for its teachers, administrators and pupil personnel who hold the initial educator, provisional educator or professional educator certificate. Such program shall provide such teachers, administrators and pupil personnel with information on (1) the nature and the relationship of drugs, as defined in subdivision (17) of section 21a-240, and alcohol to health and personality development, and procedures for discouraging their abuse, (2) health and mental health risk reduction education that includes, but need not be limited to, the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, as defined in section 19a-581,

violence, teen dating violence, domestic violence, child abuse, [and youth suicide, (3) the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, including, but not limited to, children with attention-deficit hyperactivity disorder or learning disabilities, and methods for identifying, planning for and working effectively with special needs children in a regular classroom, including, but not limited to, implementation of student individualized education programs, (4)] (3) school violence prevention, conflict resolution, the prevention of and response to youth suicide and the identification and prevention of and response to bullying, as defined in subsection (a) of section 10-222d, except that those boards of education that implement any evidence-based model approach that is approved by the Department of Education and is consistent with subsection (d) of section 10-145a, sections 10-222d, 10-222g and 10-222h, subsection (g) of section 10-233c and sections 1 and 3 of public act 08-160, shall not be required to provide in-service training on the identification and prevention of and response to bullying, [(5)] (4) cardiopulmonary resuscitation and other emergency life saving procedures, [(6) computer and other information technology as applied to student learning and classroom instruction, communications and data management, (7) the teaching of the language arts, reading and reading readiness for teachers in grades kindergarten to three, inclusive, (8) second language acquisition in districts required to provide a program of bilingual education pursuant to section 10-17f, (9)] (5) the requirements and obligations of a mandated reporter, [, (10) the teacher evaluation and support program adopted pursuant to subsection (b) of section 10-151b, (11)] and (6) the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, as defined in section 10-3d. [, and (12) cultural competency consistent with the training in cultural competency described in subsection (i) of section 10-145a.] Each local and regional board of education may allow any paraprofessional or noncertified employee to participate, on a voluntary basis, in any in-service training program provided pursuant to this section. [The State Board of Education, within available appropriations and utilizing available materials, shall assist and encourage local and regional boards of education to include: (A) Holocaust and genocide education and awareness; (B)

the historical events surrounding the Great Famine in Ireland; (C) African-American history; (D) Puerto Rican history; (E) Native American history; (F) personal financial management; (G) domestic violence and teen dating violence; (H) mental health first aid training; (I) trauma-informed practices for the school setting to enable teachers, administrators and pupil personnel to more adequately respond to students with mental, emotional or behavioral health needs; (J) second language acquisition, including, but not limited to, language development and culturally responsive pedagogy; and (K) topics approved by the state board upon the request of local or regional boards of education as part of in-service training programs pursuant to this subsection.]

Sec. 3. (NEW) (Effective July 1, 2017) The State Board of Education, within available appropriations and utilizing available materials, shall make the following subject matter available to local and regional boards of education: (1) Holocaust and genocide education and awareness; (2) the historical events surrounding the Great Famine in Ireland; (3) African-American history; (4) Puerto Rican history; (5) Native American history; (6) personal financial management; (7) domestic violence and teen dating violence; (8) mental health first aid training; (9) trauma-informed practices for the school setting to enable teachers, administrators and pupil personnel to more adequately respond to students with mental, emotional or behavioral health needs; (10) second language acquisition, including, but not limited to, language development and culturally responsive pedagogy; and (11) topics approved by the state board upon the request of local or regional boards of education as part of in-service training programs pursuant to this subsection. A local or regional board of education may include any of the items described in subdivisions (1) to (11), inclusive, of this section in the in-service training program provided by such board, pursuant to section 10-220a of the general statutes, as amended by this act.

## PA 17-41

(Signed by Governor)

### AN ACT CONCERNING REVISIONS TO THE STAFF QUALIFICATIONS REQUIREMENT FOR EARLY CHILDHOOD EDUCATORS

**SUMMARY:** *Existing law increases higher education requirements for school readiness staff in two phases. In the first phase, at least 50% of classroom staff in each state-funded school readiness program must hold either a (1) teaching certificate with an endorsement in early childhood education or early childhood special education or (2) bachelor's degree with an early childhood education concentration from an institution accredited by the state or regionally accredited with state approval. In the second phase, 100% of classroom staff in each school readiness program must have either a teaching certificate or a bachelor's degree.*

*This act delays the first phase by one year, from July 1, 2017 to July 1, 2018, and the second phase by one year, from July 1, 2020 to July 1, 2021.*

*The act also creates the following additional ways for school readiness staff to meet the higher education requirements: (1) by holding a bachelor's degree with a concentration in early childhood education from a regionally accredited institution (i.e., does not require approval in Connecticut), (2) by holding an associate degree with a concentration in early childhood from a regionally accredited institution and a program approved in Connecticut (this applies for the first phase only), (3) by submitting a degree for review by the state to determine if it satisfies the requirements, and (4) under the law that already grandfathers in existing early childcare workers.*

*The act also makes minor changes to the first phase requirements for those who do not either have a teaching certificate or a bachelor's degree.*

**EFFECTIVE DATE:** July 1, 2017

**PA 17-42  
(Signed by Governor)  
AN ACT CONCERNING  
REVISIONS TO THE HIGH SCHOOL  
GRADUATION REQUIREMENTS**

**SUMMARY:** This act extends, for another two years, the current graduation requirements, which require that students earn at least 20 credits to graduate. Heightened graduation requirements that require students to earn at least 25 credits will take effect with the freshman class beginning in the 2019-20 school year. The act 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 act also does the following:

1. postpones by two years the beginning of required remedial services for grades seven through 12 (instead beginning with classes graduating high school in 2023),
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; and
3. requires the State Board of Education to adopt statewide subject matter content standards that are reviewed and revised at least every 10 years.

**Comparison of Heightened Graduation Requirements**

**Heightened Graduation Requirements in Current Law (CGS § 10-221a)**

**Humanities:** at least nine credits, including at least:

- four in English, including composition;
- three in social studies, including one in American history and at least one-half credit in civics and American government;
- one credit in fine arts; and
- one credit in a humanities elective

**Science, technology, engineering, and mathematics:** at least eight credits, including at least:

- four credits in mathematics, including algebra I, geometry, and algebra II or probability and statistics;
- three credits in science, including at least one credit in life science and one in physical science; and
- one credit in a science, technology, engineering, and mathematics elective

**Career and life skills:** at least three-and-a-half credits, including at least:

- one credit in physical education;
- one-half credit in health and safety education; and
- two credits in career and life skills electives, such as career and technical education, personal finance, and public speaking

**World languages:** at least two credits

**Senior demonstration project or an approved equivalent:** at least one credit

**Heightened Graduation Requirements under the Act**

**Humanities:** at least nine credits, including civics and the arts

**Science, technology, engineering, and mathematics:** nine credits

**Physical education and wellness:** at least one credit

**Health and safety education:** at least one credit

**World languages:** at least one credit

**Mastery-based diploma assessment:** at least one credit



**PA 17-67**  
**AN ACT CREATING AN ADVISORY**  
**COUNCIL RELATING TO DIGITAL**  
**CITIZENSHIP, INTERNET SAFETY**  
**AND MEDIA LITERACY**

**SUMMARY:** *This act 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 act 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 act does not specify a deadline for the recommendations to be submitted.*

**EFFECTIVE DATE:** July 1, 2017

**PA 17-68**  
**AN ACT CONCERNING VARIOUS**  
**REVISIONS AND ADDITIONS TO**  
**THE EDUCATION STATUTES**

**SUMMARY:** *This act makes numerous changes to a variety of education statutes, including:*

1. *extending the school security grant program another year to June 30, 2018 (§ 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);*

Sec. 4. Subsection (a) of section 10-15b of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2017*):

(a) Either parent or legal guardian of a minor student shall, upon written request to a local or regional board of education and within a reasonable time, be entitled to knowledge of and access to all educational, medical, or similar records maintained in such student's cumulative record, except that no parent or legal guardian shall be entitled to information considered privileged under section 10-154a. **Nothing in this section shall be construed to limit a parent who is incarcerated from being entitled to knowledge of and access to all educational, medical or similar records maintained in the cumulative record of any minor student of such incarcerated parent, except that such incarcerated parent shall not be entitled to such records if (1) such information is considered privileged under section 10-154a, (2) such incarcerated parent has been convicted in this state or any other state of a violation of section 53a-70, 53a-70a, 53a-71, 53a-72a, 53a-72b or 53a-73a, or (3) such incarcerated parent is prohibited from knowledge of or access to such student's cumulative record pursuant to a court order.**

5. *adding measures for the Auditors of Public Accounts and local or regional boards of education to more closely monitor private special education providers. Private providers will be required to submit monthly or quarterly reports to the local or regional board of education, and the board will be required to monitor student attendance. (§§ 6 & 7);*

Sec. 6. Section 10-91h of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2017*):

(a) Each local and regional board of education shall annually provide to the Auditors of Public Accounts (1) the number of students under the jurisdiction of such board of education who receive special education and related services from a private provider of special education services, [as defined in section 10-91g,] and (2) the amount of money paid to such private providers

of special education services by the board during the previous fiscal year.

**(b) Each local and regional board of education that has entered into an agreement pursuant to section 10-76d with a private provider of special education services, shall submit to an audit conducted by the Auditors of Public Accounts for the purposes of examining such board's monitoring of student attendance at such private provider of special education services to ensure that proper services are being provided and costs are being controlled. Such board shall provide access to all records and accounts necessary to said auditors for purposes of conducting such audit.**

Sec. 7. (NEW) (Effective July 1, 2017) Any agreement entered into or amended on or after July 1, 2017, pursuant to section 10-76d of the general statutes, between a local or regional board of education and a private provider of special education services, as defined in section 10-91g of the general statutes, may include the following provisions: (1) A requirement that such private provider of special education services submit monthly or quarterly reports to such board regarding the specific services and frequency of such services being provided by such private provider of special education services to students under the agreement, and (2) authorization for such board to (A) review and reconcile such reports to the contracted services described in the agreement, or (B) conduct periodic site visits at the location where such private provider of special education services provides services.

*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);*

Sec. 8. (Effective July 1, 2017) (a) For the school years commencing July 1, 2017, to July 1, 2026, inclusive, the local or regional boards of education for each town located within twelve miles of the school districts of West Hartford, New Haven, Shelton, Stamford and Montville, shall participate in a pilot program to provide school transportation services for resident students to attend an equivalent nonpublic school located in the school districts of West Hartford, New Haven, Shelton,

Stamford and Montville. Any request made by a resident student for the provision of such transportation services under this section shall be made to the local or regional board of education for the town of such resident student at least thirty days prior to receiving such transportation services. For purposes of this subsection, "resident student" means any student who is a resident of a town located within twelve miles of the school districts of West Hartford, New Haven, Shelton, Stamford and Montville, and, for the school years commencing July 1, 2017, to July 1, 2026, inclusive, is enrolled in a nonpublic school located in the school districts of West Hartford, New Haven, Shelton, Stamford and Montville.

(b) The local or regional board of education for the town of any resident student who requests and receives transportation services under subsection (a) of this section shall be reimbursed in an amount equal to the cost of such transportation for such resident student by either the resident student or by the nonpublic school in which such resident student is enrolled.

(c) A local or regional board of education shall not be required to provide such transportation services under this section if fewer than ten resident students request such board to provide such transportation services.

(d) A local or regional board of education providing such transportation services under this section may designate one or more pick-up and drop-off locations within the town.

*7. extending to private schools the applicant and employee background check requirements that apply to public schools (§§ 9 & 10);*

*8. requiring boards to conduct an annual health information survey (§ 13);*

*9. 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);*

*10. specifying that boards of libraries must adopt policies and rules for internet usage and content access (§ 16); and*

11. authorizing private schools to issue "certificates of age" (working papers) for minors to work in a variety of settings (§ 18).

*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.

**PA 17-79**  
**AN ACT CONCERNING**  
**RECOMMENDATIONS BY THE**  
**DEPARTMENT OF MOTOR VEHICLES**  
**REGARDING INSURANCE POLICIES**  
**FOR CERTAIN VEHICLES, YOUTH**  
**INSTRUCTION PERMITS, OPERATOR**  
**LICENSES, COMMERCIAL MOTOR**  
**VEHICLE OPERATION, ADMINISTRATIVE**  
**FEES, DIVERSION PROGRAM, STUDENT**  
**TRANSPORTATION VEHICLES,**  
**ABANDONED MOTOR VEHICLES,**  
**HARTFORD WHALER LICENSE PLATES**  
**AND OTHER CHANGES TO THE MOTOR**  
**VEHICLE STATUTES**

**SUMMARY:** § 4— *MOTOR VEHICLE SAFETY COURSE IN HIGH SCHOOLS*

*The law allows local and regional school boards to provide a motor vehicle safety class on a high school level that meets the law's requirements. The act eliminates a requirement that DMV prepare a course of study for use in these classes.*

*EFFECTIVE DATE:* Upon passage

§ 16— *COMMUNITY-BASED TRANSITION PROGRAM SIGNS AND SCHOOL TRANSPORTATION VEHICLES (STV)*

Under current law, STVs must display a sign that reads "Carrying School Children" and meets other established specifications at all times when transporting school children to or from school or school activities. The act exempts any STV that transports students who are between ages 18 and 21 and are participating in community-based transition services as part of an individualized education program from this requirement.

*EFFECTIVE DATE:* July 1, 2017

**CABE/12**

**PA 17-81**  
**AN ACT CONCERNING**  
**REVISIONS TO CERTAIN STATUTES**  
**REGARDING THE DEPARTMENT**  
**OF CHILDREN AND FAMILIES**

**SUMMARY:** *Current law requires DCF to take certain steps specific to investigations of alleged child abuse or neglect by a school employee or a staff member of a private school or private child care facility or institution. Under the act, if the employee or staff member DCF investigated has a state-issued license or certificate or State Board of Education-issued permit or authorization or his or her employing school, institution or facility has a state-issued license or approval, the commissioner must notify the agency responsible for that credential of the investigation results. The act requires DCF to provide records of the investigation to the agency responsible for credentialing the (1) school employee who was investigated and (2) school where he or she works.*

*EFFECTIVE DATE:* July 1, 2017

**PA 17-82**  
**AN ACT CONCERNING SERVICES FOR**  
**GIFTED AND TALENTED STUDENTS**

**SUMMARY:** *This act 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 of such students, 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 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

**PA 17-86****AN ACT CONCERNING APPEALS UNDER THE FREEDOM OF INFORMATION ACT INVOLVING NOTICE OF MEETINGS**

**SUMMARY:** *The Freedom of Information Act generally allows any person to file a complaint with the Freedom of Information Commission within 30 days after being denied the right to attend a meeting of a public agency. Under current law, a person who alleges that a public agency held an unnoticed or secret meeting may file a complaint within 30 days after receiving "notice in fact" that a meeting was held. This act changes the deadline to 30 days after receiving "actual or constructive notice" of the meeting.*

**EFFECTIVE DATE:** October 1, 2017

**PA 17-93****AN ACT CONCERNING THE DEPARTMENT OF PUBLIC HEALTH'S RECOMMENDATION REGARDING ADOPTION OF A MODEL FOOD CODE**

**SUMMARY:** *Among other provisions the act exempts persons who donate food or nonprofit organizations that distribute donated food to senior centers or political subdivisions of the state from liability for civil damages or criminal penalties resulting from the food's nature, age, condition, or packaging. The immunity does not apply if it is established that the donor knew or had reasonable grounds to believe that the food was adulterated or not fit for human consumption.*

**EFFECTIVE DATE:** October 1, 2017, except that (1) a conforming change eliminating existing DPH food code regulations takes effect July 1, 2018.

**PA 17-94****AN ACT CONCERNING EDUCATIONAL AND PROFESSIONAL STANDARDS FOR PROFESSIONAL COUNSELORS**

**SUMMARY:** *This act establishes new qualifications for professional counselor licensure, starting in 2019. The act also requires that (1) an applicant's postgraduate-*

*degree experience occur over at least a two-year period, rather than one year as under current law, and (2) the supervisor of that experience be licensed in Connecticut.*

**EFFECTIVE DATE:** October 1, 2017

**PA 17-100****AN ACT ESTABLISHING A DIVISION OF POSTSECONDARY EDUCATION PROGRAMS WITHIN THE TECHNICAL HIGH SCHOOL SYSTEM**

**SUMMARY:** *This act 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 1, 2017. The system currently operates postsecondary programs in aviation maintenance and licensed practical nursing. The act requires that any student enrolled in these programs either (1) have a high school diploma or its equivalent or (2) be over age 21.*

**EFFECTIVE DATE:** July 1, 2017

**PA 17-101****AN ACT CONCERNING EARLY LITERACY**

**SUMMARY:** *This act requires the 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 act and (2) provide literacy supports based on each school or district's reading readiness. The act does not set a date for SDE to establish this program. The act requires the alignment of tiered literacy supports with the improvement plan developed for the network school or alliance district under either of those programs. (It is not clear how the literacy supports can align with existing plans, whether commissioner's network or alliance district, if the plans do not already include the same types of literacy supports.)*



The act 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 act 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 act, the survey results are not included in the teacher's annual evaluation and are exempt from disclosure under the Freedom of Information Act. A different statute already requires the survey results to be used to develop the teacher's professional development program.

EFFECTIVE DATE: July 1, 2017

**PA 17-146  
AN ACT CONCERNING THE  
DEPARTMENT OF PUBLIC HEALTH'S  
VARIOUS REVISIONS TO THE PUBLIC  
HEALTH STATUTES**

**SUMMARY: § 5 — SCHOOL BOARD REPORTS ON  
ASTHMA**

The act reduces, from annually to once every three years, the frequency with which local and regional boards of education must report to the local health department and DPH on the number of pupils per school and in the district diagnosed with asthma and certain related demographic information. The act also changes the due date of the report, from February 1 to October 1. As under existing law, the boards must report this number for students with this diagnosis (1) upon enrollment, (2) in grade six or seven, and (3) in grade 10 or 11.

**§§ 9-11 — MARRIAGE AND FAMILY THERAPISTS,  
PROFESSIONAL COUNSELORS, AND  
PSYCHOLOGY STUDENTS**

By law, students enrolled in marital and family therapy (MFT), professional counseling, and psychology degree programs may generally practice without a license, as part of their studies, under the supervision of a person licensed in their respective professions.

The act specifies that students may do this only if the licensure exemption ends when the student is notified that they failed the licensing examination or one year after completing their supervised work experience, whichever occurs first.

The act also extends to professional counseling students the current requirement for MFT and psychology students that any unlicensed practice must be necessary to satisfy the supervised work experience requirement for licensure.

Existing law requires these students to complete the following supervised work hours:

1. for MFTs, over at least 12 months, (a) 1,000 hours of direct client contact after being awarded a master's degree or doctorate or after the year of postgraduate training and (b) 100 hours of postgraduate clinical supervision by a licensed MFT;
1. for professional counselors, 3,000 hours of postgraduate supervised experience performed over at least one year, including 100 hours of direct supervision by specified licensed health care providers (e.g., psychiatrists, psychologists, MFTs); and
2. for psychologists, supervised work experience of (a) at least 35 hours per week for 46 weeks within 12 consecutive months or (b) at least 1,800 hours within 24 consecutive months.

EFFECTIVE DATE: October 1, 2017

**PA 17-163**  
**AN ACT CONCERNING NOTIFICATION**  
**TO SCHOOLS AND INSTITUTIONS OF**  
**HIGHER EDUCATION OF RESTRAINING**  
**ORDERS, CIVIL PROTECTION ORDERS**  
**AND STANDING CRIMINAL PROTECTIVE**  
**ORDERS AFFECTING STUDENTS**

**SUMMARY:** *This act makes changes to laws that govern the court's notification to schools or institutions of higher education when it issues certain protection orders.*

*Under current law, a court, upon the request of a victim, must notify the victim's school or institution of higher education when it issues a civil restraining order, civil protection order, family violence protective order, or criminal protective order. The act, instead, requires the court to do so only if the applicant provides the court with the school's or institution's name and address.*

*For civil restraining orders, the act additionally requires the court to provide such notice under the conditions described above, to the school or institution in which the victim's minor child protected by the order is enrolled.*

*The act also expands the court's duty to provide court notification to schools or institutions of higher education by requiring the court to do so, under the conditions described above, when it issues standing criminal protection orders and orders prohibiting harassment of a witness in a criminal case. Such notices are not required in these cases under current law.*

**EFFECTIVE DATE:** January 1, 2018

**PA 17-172**  
**AN ACT APPLYING THE SHEFF**  
**DEFINITION OF REDUCED-ISOLATION**  
**SETTING TO ALL INTERDISTRICT**  
**MAGNET SCHOOLS IN THE STATE**

**SUMMARY:** *This act creates new student enrollment standards for determining state operating grant eligibility for all magnet schools, replacing three different categories of standards in current law. These new standards apply to grant eligibility beginning in FY 18 (i.e., the 2017-18*

*school year). For FY 18, the act creates uniform standards for both Sheff and non-Sheff magnet schools, but in FY 19 it gives the education commissioner the authority to create an alternative standard for reduced-isolation student enrollment for Sheff magnet schools in order to comply with the Sheff stipulation and order that will be in effect at that future time.*

*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, which have no location restrictions. While both types of magnet schools encourage racial, ethnic, and economic diversity, 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 act replaces these three different categories of enrollment standards with a new set of standards, which require all magnet school operators in school years 2017 and 2018 to (1) cap participating district enrollment at 75% of total school enrollment and (2) adhere to newly created "reduced-isolation setting standards" established by the education commissioner. For FY 18, these new standards require the same reduced-isolation student enrollment percentages for both Sheff and non-Sheff magnet schools (a minimum of 20% of total student enrollment, with some exceptions), and they allow the commissioner to create an alternative reduced-isolation student enrollment percentage for Sheff magnet schools beginning in FY 19. The act allows the commissioner to define "reduced-isolation student."*

*Under the act, 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 act generally prohibits the commissioner from awarding operating grants to magnet schools that fail to meet these new standards, but it also gives her the discretion to award the grants to noncompliant schools while assisting them with their efforts to regain*

eligibility. The act also gives her the authority to impose a financial penalty for consecutive years of ineligibility.

This act also makes the Center for Global Studies in Norwalk eligible for a full time interdistrict magnet school program grant for 2016-17.

*EFFECTIVE DATE: July 1, 2017*

Section 1. (NEW) (Effective July 1, 2017) Not later than July 1, 2017, the Commissioner of Education shall develop reduced-isolation setting standards for interdistrict magnet school programs that shall serve as the enrollment requirements for purposes of section 10-264f of the general statutes, as amended by this act. Such standards shall (1) define the term "reduced-isolation student" for purposes of the standards, (2) establish a requirement for the minimum percentage of reduced-isolation students that can be enrolled in an interdistrict magnet school program, provided such minimum percentage is not less than twenty per cent of the total school enrollment, (3) allow an interdistrict magnet school program to have a total school enrollment of reduced-isolation students that is not more than one per cent below the minimum percentage established by the commissioner, provided the commissioner approves a plan that is designed to bring the number of reduced-isolation students of such interdistrict magnet school program into compliance with the minimum percentage, and (4) for the school year commencing July 1, 2018, authorize the commissioner to establish on or before May 1, 2018, an alternative reduced-isolation student enrollment percentage for an interdistrict magnet school program located in the Sheff region, as defined in subsection (k) of section 10-264f of the general statutes, provided the commissioner (A) determines that such alternative (i) increases opportunities for students who are residents of Hartford to access an educational setting with reduced racial isolation or other categories of diversity, including, but not limited to, geography, socioeconomic status, special education, English language learners and academic achievement, (ii) complies with the decision of Sheff v. O'Neill, 238 Conn. 1 (1996), or any related stipulation or order in effect, and (B) approves a plan for such interdistrict magnet school program that is designed to bring the number of reduced-isolation students of such

interdistrict magnet school program into compliance with such alternative or the minimum percentage described in subdivision (2) of this section. Not later than May 1, 2018, the commissioner shall submit a report on each alternative reduced-isolation student enrollment percentage established, pursuant to subdivision (4) of this section, for an interdistrict magnet school program located in the Sheff region to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a of the general statutes. The reduced-isolation setting standards for interdistrict magnet school programs shall not be deemed to be regulations, as defined in section 4-166 of the general statutes.

Sec. 2. Subsections (a) and (b) of section 10-264f of the general statutes are repealed and the following is substituted in lieu thereof (Effective July 1, 2017):

(a) The Department of Education shall, within available appropriations, establish a grant program (1) to assist (A) local and regional boards of education, (B) regional educational service centers, (C) the Board of Trustees of the Community-Technical Colleges on behalf of Quinebaug Valley Community College and Three Rivers Community College, and (D) cooperative arrangements pursuant to section 10-158a, and (2) in assisting the state in meeting the goals of the 2008 stipulation and order for Milo Sheff, et al. v. William A. O'Neill, et al. , as extended, or the goals of the 2013 stipulation and order for Milo Sheff, et al. v. William A. O'Neill, et al. , as extended, as determined by the Commissioner of Education, to assist (A) the Board of Trustees of the Community-Technical Colleges on behalf of a regional community-technical college, (B) the Board of Trustees of the Connecticut State University System on behalf of a state university, (C) the Board of Trustees of The University of Connecticut on behalf of the university, (D) the board of governors for an independent institution of higher education, as defined in subsection (a) of section 10a-173, or the equivalent of such a board, on behalf of the independent institution of higher education, and (E) any other third-party not-for-profit corporation approved by the commissioner with the operation of interdistrict magnet school programs. All interdistrict magnet schools shall be operated in conformance with the same laws and regulations applicable to public schools. For the

purposes of this section "an interdistrict magnet school program" means a program which (i) supports racial, ethnic and economic diversity, (ii) offers a special and high quality curriculum, and (iii) requires students who are enrolled to attend at least half-time. An interdistrict magnet school program does not include a regional agricultural science and technology school, a technical high school or a regional special education center. [On and after July 1, 2000, the governing authority for each interdistrict magnet school program that is in operation prior to July 1, 2005, shall restrict the number of students that may enroll in the program from a participating district to eighty per cent of the total enrollment of the program. The governing authority for each interdistrict magnet school program that begins operations on or after July 1, 2005, shall restrict the number of students that may enroll in the program from a participating district to seventy-five per cent of the total enrollment of the program, and maintain such a school enrollment that at least twenty-five per cent but not more than seventy-five per cent of the students enrolled are pupils of racial minorities, as defined in section 10-226a. The governing authority of an interdistrict magnet school that the commissioner determines will assist the state in meeting the goals of the 2008 stipulation and order for Milo Sheff, et al. v. William A. O'Neill, et al., as extended, or the goals of the 2013 stipulation and order for Milo Sheff, et al. v. William A. O'Neill, et al., as extended, shall restrict the number of students that may enroll in the program from a participating district in accordance with the provisions of this subsection, provided such enrollment is in accordance with the reduced-isolation setting standards of such 2013 stipulation and order. ] **For the school years commencing July 1, 2017, and July 1, 2018, the governing authority for each interdistrict magnet school program shall (I) restrict the number of students that may enroll in the school from a participating district to seventy-five per cent of the total school enrollment, and (II) maintain a total school enrollment that is in accordance with the reduced-isolation setting standards for interdistrict magnet school programs, developed by the Commissioner of Education pursuant to section 1 of this act.**

(b) (1) Applications for interdistrict magnet school program operating grants awarded pursuant to this

section shall be submitted annually to the Commissioner of Education at such time and in such manner as the commissioner prescribes, except that on and after July 1, 2009, applications for such operating grants for new interdistrict magnet schools, other than those that the commissioner determines will assist the state in meeting the goals of the 2008 stipulation and order for Milo Sheff, et al. v. William A. O'Neill, et al., as extended, or the goals of the 2013 stipulation and order for Milo Sheff, et al. v. William A. O'Neill, et al., as extended, shall not be accepted until the commissioner develops a comprehensive state-wide interdistrict magnet school plan. The commissioner shall submit such comprehensive state-wide interdistrict magnet school plan on or before October 1, 2016, to the joint standing committees of the General Assembly having cognizance of matters relating to education and appropriations.

(2) In determining whether an application shall be approved and funds awarded pursuant to this section, the commissioner shall consider, but such consideration shall not be limited to: (A) Whether the program offered by the school is likely to increase student achievement; (B) whether the program is likely to reduce racial, ethnic and economic isolation; (C) the percentage of the student enrollment in the program from each participating district; and (D) the proposed operating budget and the sources of funding for the interdistrict magnet school. For a magnet school not operated by a local or regional board of education, the commissioner shall only approve a proposed operating budget that, on a per pupil basis, does not exceed the maximum allowable threshold established in accordance with this subdivision. The maximum allowable threshold shall be an amount equal to one hundred twenty per cent of the state average of the quotient obtained by dividing net current expenditures, as defined in section 10-261, by average daily membership, as defined in said section, for the fiscal year two years prior to the fiscal year for which the operating grant is requested. The Department of Education shall establish the maximum allowable threshold no later than December fifteenth of the fiscal year prior to the fiscal year for which the operating grant is requested. If requested by an applicant that is not a local or regional board of education, the commissioner may approve a proposed operating budget that exceeds the maximum allowable threshold if the commissioner



determines that there are extraordinary programmatic needs. [In] **For the fiscal years ending June 30, 2017, and June 30, 2018, in the case of an interdistrict magnet school that will assist the state in meeting [the goals of the 2008 stipulation and order for Milo Sheff, et al. v. William A. O'Neill, et al. , as extended, or the goals of the 2013 stipulation and order for Milo Sheff, et al. v. William A. O'Neill, et al. , as extended] its obligations pursuant to the decision in Sheff v. O'Neill, 238 Conn. 1 (1996), or any related stipulation or order in effect, as determined by the commissioner, the commissioner shall also consider whether the school is meeting the reduced-isolation setting standards [set forth in such 2013 stipulation and order] for interdistrict magnet school programs, developed by the commissioner pursuant to section 1 of this act.** If such school has not met [the] **such** reduced-isolation setting standards, [prescribed in such 2013 stipulation and order,] it shall not be entitled to receive a grant pursuant to this section unless the commissioner finds that it is appropriate to award a grant for an additional year or years [for purposes of compliance with such 2013 stipulation and order] **and approves a plan to bring such school into compliance with such reduced-isolation setting standards.** If requested by the commissioner, the applicant shall meet with the commissioner or the commissioner's designee to discuss the budget and sources of funding.

(3) [Except as provided in this section, section 116 of public act 14-217 and the 2013 stipulation and order for Milo Sheff, et al. v. William A. O'Neill, et al. , as extended, the commissioner shall not award a grant to (A) a program that is in operation prior to July 1, 2005, if more than eighty per cent of its total enrollment is from one school district, except that the commissioner may award a grant for good cause, for any one year, on behalf of an otherwise eligible magnet school program, if more than eighty per cent of the total enrollment is from one district, and (B) a program that begins operations on or after July 1, 2005, if more than seventy-five per cent of its total enrollment is from one school district or if less than twenty-five or more than seventy-five per cent of the students enrolled are pupils of racial minorities, as defined in section 10-226a, except that the commissioner may award a grant for good cause, for one year, on behalf of an otherwise eligible interdistrict magnet school program, if more than seventy-five per cent of the total enrollment is from one district or less than twenty-five or more than seventy-five per cent

of the students enrolled are pupils of racial minorities. The commissioner may not award grants pursuant to the exceptions described in subparagraphs (A) and (B) of this subdivision for an additional consecutive year or years, except as provided for in section 116 of public act 14-217, the 2008 stipulation for Milo Sheff, et al. v. William A. O'Neill, et al. , as extended, or the 2013 stipulation and order for Milo Sheff, et al. v. William A. O'Neill, et al. , as extended, as determined by the commissioner. ] **For the fiscal years ending June 30, 2018, and June 30, 2019, the commissioner shall not award a grant to an interdistrict magnet school program that (A) has more than seventy-five per cent of the total school enrollment from one school district, or (B) does not maintain a total school enrollment that is in accordance with the reduced-isolation setting standards for interdistrict magnet school programs, developed by the Commissioner of Education pursuant to section 1 of this act, except the commissioner may award a grant to such school for an additional year or years if the commissioner finds it is appropriate to do so and approves a plan to bring such school into compliance with such reduced-isolation setting standards.**

**(4) For the fiscal years ending June 30, 2018, and June 30, 2019, if an interdistrict magnet school program does not maintain a total school enrollment that is in accordance with the reduced-isolation setting standards for interdistrict magnet school programs, developed by the commissioner pursuant to section 1 of this act, for two or more consecutive years, the commissioner may impose a financial penalty on the operator of such interdistrict magnet school program, or take any other measure, in consultation with such operator, as may be appropriate to assist such operator in complying with such reduced-isolation setting standards.**

Sec. 3. (*Effective from passage*) Notwithstanding the provisions of subdivision (5) of subsection (c) of section 10-264/ of the general statutes, for the fiscal year ending June 30, 2017, the Center for Global Studies at Brien McMahon High School in the town of Norwalk shall be eligible for a full-time interdistrict magnet school program grant pursuant to subdivision (1) of subsection (c) of section 10-264/ of the general statutes.

**PA 17-173  
AN ACT CONCERNING  
MINOR REVISIONS AND ADDITIONS  
TO THE EDUCATION STATUTES**

**SUMMARY:** *This act 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 exam and specifically allows an automated screening device to be considered equivalent to a Snellen chart screening and to be used in public school vision screenings (§ 5);*
5. *changes the frequency of private special education provider audits and requires boards of education and private providers to provide auditors with certain information (§§ 6-8);*
6. *adds the chief court administrator, or his designee, to the Interagency Council for Ending the Achievement Gap membership (§ 9);*
7. *allows boards of education to employ candidates*

*for marital and family therapist licensure in their schools to provide services to students 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 probationary extension for an uncertified, acting superintendent under certain circumstances (§ 13);*
10. *establishes a 12 member task force to study the governance, financing, general conduct, and role of high school interscholastic athletics programs in Connecticut;*

*The task force study must examine the following topics:*

1. *barriers to participation in sanctioned interscholastic athletic activities,*
2. *the impact of non-sanctioned activities on interscholastic sports participation,*
3. *financing of interscholastic athletic teams,*
4. *policies regarding school districts' performance reviews of interscholastic athletics,*
5. *the athletic season's length for specific sports and restrictions on participation in interscholastic athletics,*
6. *academic requirements for interscholastic athletics participation,*
7. *participant and spectator safety and sportsmanship, and*
8. *issues relating to participation of students enrolled in private schools and schools of choice.*

*The task force must submit its findings and recommendations to the Education Committee by January 1, 2018.*

*The House speaker, the House majority leader, the House minority leader, the Senate president pro tempore, the*

Senate Republican president pro tempore, and the Senate majority leader each appoint one member to the task force. The legislative leaders' six appointees may be legislators.

The following associations each have one representative on the task force:

1. Connecticut Interscholastic Athletic Conference,
2. Connecticut High School Coaches Association,
3. Connecticut Athletic Directors Association,
4. Connecticut Association of Boards of Education,
5. Connecticut Association of Public School Superintendents, and
6. Connecticut Parent Teacher Association. (§ 14);
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 (§ 15); 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 (§ 16).

**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 (§ 13), the athletics programs task force (§ 14), and the TRS health coverage (§ 15) take effect upon passage.

**PA 17-194**  
**AN ACT CONCERNING ACCESS TO**  
**STUDENT RECORDS FOR CERTAIN**  
**UNACCOMPANIED YOUTHS**

**SUMMARY:** This act 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 act 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

**PA 17-200**  
**AN ACT MAKING REVISIONS TO THE**  
**STUDENT DATA PRIVACY ACT OF 2016**

**SUMMARY:** This act 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 to July 1, 2018 (§ 1);
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.

**PA 17-207**  
**AN ACT CONCERNING THE**  
**WORKFORCE DEVELOPMENT SYSTEM**  
**IN THE STATE OF CONNECTICUT**

**SUMMARY:** Among other provisions the act establishes in statute the CP20 WIN network to establish processes and structures governing the secure sharing of longitudinal data across participating agencies by using standards and policies that the network develops. Under the bill, the network is the system to match and link data from state agencies and other organizations to conduct audits and evaluations of federal and state education programs.

Agencies participating in the network include the Connecticut State Colleges and Universities (CSCU), State Department of Education (SDE), DOL, Office of Early Childhood (OEC), UConn, the Connecticut Conference of Independent Colleges (CCIC), and any entity that has a memorandum of agreement (MOU) for participation in the CP20 WIN. Currently, the network exists through MOUs between a number of state agencies, including SDE and DOL.

The act also creates the Connecticut Early College Opportunity program (CT-ECO), which is defined as collaboration between a school district's high schools, a local community college, and a company or business

entity where a student may earn an industry-recognized, two-year postsecondary degree in addition to a high school diploma. The act places the program in statute; it currently already exists in several school districts, including Danbury, New London, Norwalk and Windham.

*EFFECTIVE DATE:* Upon passage

**PA 17-215**  
**AN ACT CONCERNING REFORM**  
**DISTRICT TURNAROUND PLANS**

**SUMMARY:** This act 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 agreement must contain guiding principles and specific duties for boards of education and district administrators.

The act 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 act also requires alliance districts to utilize student academic performance data in developing the performance plans they must submit to the education commissioner when applying for alliance district funding. Additionally, the act 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.

*EFFECTIVE DATE:* July 1, 2017



**PA 17-220**  
**AN ACT CONCERNING EDUCATION**  
**MANDATE RELIEF**

**SUMMARY:** *This act alters or eliminates several state mandates placed upon local and regional boards of education. Among other things, the act:*

1. *allows, rather than requires, boards to follow a unified regional school calendar (§ 1);*
2. *modifies the type of alternative education for expelled students that boards must offer (§§ 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. *shortens to 20 years the 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 reporting software use by school districts (§ 4).*

*EFFECTIVE DATE: July 1, 2017, except the alternative education for expelled students section is effective August 15, 2017 and the requirement for the State Board of Education to develop alternative education standards is effective upon passage.*

Section 1. Section 10-66q of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2017):

(a) Not later than April 1, 2014, each regional educational service center shall develop a uniform regional school calendar [to be used] **that may be adopted** by each local or regional board of education in the area served by such regional educational service center, in accordance with the provisions of [subsections (b) and (c)] **subsection (b)** of this section. Such uniform regional school calendars shall be consistent with the guidelines for a uniform regional school calendar developed pursuant to section 321 of public act 13-247. Not later than April 1, 2014, each

regional educational service center shall submit such uniform regional school calendar to the State Board of Education for approval. Not later than five days after such approval, such regional educational service center shall submit such approved uniform regional school calendar to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a.

(b) For the school [years] **year** commencing [July 1, 2014, and July 1, 2015] **July 1, 2017, and each school year thereafter**, a local or regional board of education may adopt the uniform regional school calendar developed and approved pursuant to subsection (a) of this section.

[(c) (1) Except as provided in subdivision (2) of this subsection, for the school year commencing July 1, 2016, and each school year thereafter, each local and regional board of education shall use the uniform regional school calendar developed and approved pursuant to subsection (a) of this section.

(2) A local or regional board of education may delay implementation of the uniform regional school calendar until the school year commencing July 1, 2017, if such board of education has an existing employee contract that makes implementation of the uniform regional school calendar impossible.

(d) (1) Not later than July 1, 2014, the Commissioner of Education shall submit a report on the implementation of uniform regional school calendars and any recommendations for legislation relating to such implementation to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a.

(2) Not later than January 1, 2015, and July 1, 2016, the Commissioner of Education shall submit a report on the implementation of uniform regional school calendars in those school districts that have adopted a uniform regional school calendar, pursuant to subsection (b) of this section, and any recommendations for legislation relating to such implementation to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a.]

[(3)] (c) Not later than [January 1, 2016, and] July 1, 2017, and annually thereafter, the Commissioner of Education shall submit a report on **which boards of education have adopted the uniform regional school calendar** and the implementation of **such** uniform regional school calendars, pursuant to subsection [(c)] (b) of this section, and any recommendations for legislation relating to such implementation to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a.

Sec. 2. Subsection (d) of section 10-233d of the general statutes, as amended by section 12 of public act 16-147, is repealed and the following is substituted in lieu thereof (*Effective August 15, 2017*):

**(d) No local or regional board of education is required to offer an alternative educational opportunity, except in accordance with this section.** Any pupil under sixteen years of age who is expelled shall be offered an alternative educational opportunity, which shall be [equivalent to] (1) alternative education, as defined by section 10-74j, with an individualized learning plan, **if such board provides such alternative education, or (2) in accordance with the standards adopted by the State Board of Education, pursuant to section 3 of this act**, during the period of expulsion, provided any parent or guardian of such pupil who does not choose to have his or her child enrolled in an alternative educational [program] **opportunity** shall not be subject to the provisions of section 10-184. Any pupil expelled for the first time who is between the ages of sixteen and eighteen and who wishes to continue his or her education shall be offered such an alternative educational opportunity if he or she complies with conditions established by his or her local or regional board of education. Such alternative educational opportunity may include, but shall not be limited to, the placement of a pupil who is at least seventeen years of age in an adult education program pursuant to section 10-69. Any pupil participating in [an] **any such** adult education program during a period of expulsion shall not be required to withdraw from school under section 10-184. A local or regional board of education shall count the expulsion of a pupil when he was under sixteen years of age for purposes of determining whether an alternative educational opportunity is required for such

pupil when he is between the ages of sixteen and eighteen. A local or regional board of education may offer an alternative educational opportunity to a pupil for whom such alternative educational opportunity is not required pursuant to this section.

Sec. 3. (NEW) (*Effective from passage*) Not later than August 15, 2017, the State Board of Education shall adopt standards for the provision of an adequate alternative educational opportunity, offered pursuant to subsection (d) of section 10-233d of the general statutes, as amended by this act. Such standards shall include, but need not be limited to, the kind of instruction and number of hours to be provided to a student enrolled in an alternative educational opportunity.

Sec. 4. (*Effective July 1, 2017*) (a) Not later than January 1, 2018, the Department of Education shall conduct a survey of local and regional boards of education and their use of digital school management and reporting software. The survey shall include questions relating to whether a local or regional board of education uses a digital school management and reporting software for the purposes of creating, submitting and sharing digital copies of education-related documents with the Department of Education and among authorized users, and whether such software (1) allows authorized users to create and submit a complete digital copy of education-related documents to the portal and share such digital copy with (A) the department, and (B) a local or regional board of education in a case where the student may transfer, (2) provides twenty-four-hour access for an unlimited number of authorized users to use the digital school management and reporting software, (3) allows local and regional boards of education to purchase additional programs to supplement the digital school management and reporting software, and (4) protects the privacy of students when any education-related document is created, submitted and shared using the digital school management and reporting software from unauthorized access, destruction, use, modification or disclosure in accordance with current industry standards.

(b) The department shall compile the results of such survey and submit a report on its findings to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the

provisions of section 11-4a of the general statutes. Such report shall include any recommendations regarding the state-wide implementation of a uniform digital school management and reporting software based on the results of the survey concerning any such software that is currently used and successfully implemented by local and regional boards of education in the state.

(c) For the purposes of this section, "education-related documents" means a student's education records and any report required under title 10 of the general statutes, including, but not limited to, the strategic school profile report, as described in subsection (c) of section 10-220 of the general statutes, and data submitted for inclusion in the state-wide public school information system, pursuant to section 10-10a of the general statutes.

Sec. 5. Subsection (o) of section 10-236b of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2017*):

(o) (1) Each local or regional [school district] **board of education** shall provide training [to school professionals, paraprofessional staff members and administrators] regarding the physical restraint and seclusion of students **to the members of the crisis intervention team for each school in the district, identified pursuant to subdivision (2) of this subsection. A local or regional board of education may provide such training to any teacher, as defined in section 10-144d, administrator, as defined in section 10-144e, school paraprofessional or other school employee, as defined in section 10-222d, designated by the school principal and who has direct contact with students.** Such training shall be [phased in over a period of three years beginning with] **provided during the school year commencing July 1, [2015] 2017, and each school year thereafter,** and shall include, but not be limited to:

(A) An overview of the relevant laws and regulations regarding the use of physical restraint and seclusion on students [. Such] **and the proper uses of physical restraint and seclusion. For the school year commencing July 1, 2017, and annually thereafter, such** overview shall be provided by the Department of Education, [to all school professionals, paraprofessional

staff members and administrators on or after July 1, 2015, and annually thereafter,] in a manner and form as prescribed by the Commissioner of Education;

(B) The creation of a plan by which each local [or] **and** regional board of education shall provide [school professionals, paraprofessional staff members and administrators with] training [and professional development] regarding the prevention of incidents requiring physical restraint or seclusion of students. Such plan shall be implemented not later than July 1, [2017, and shall include a provision to require the training of all school professionals, paraprofessional staff members and administrators in the prevention of such incidents not later than July 1, 2019] **2018.** The Department of Education may, within available appropriations, provide ongoing monitoring and support to local or regional boards of education regarding the formulation and implementation of the plan; and

(C) The creation of a plan by which each local or regional board of education shall provide [school professionals, paraprofessional staff members and administrators with] training [and professional development] regarding the proper means of [physically restraining or secluding] **physical restraint or seclusion of** a student, including, but not limited to, (i) various types of physical restraint and seclusion; (ii) the differences between life-threatening physical restraint and other varying levels of physical restraint; (iii) the differences between permissible physical restraint and pain compliance techniques; and (iv) monitoring methods to prevent harm to a student who is physically restrained or in seclusion. Such plan shall be implemented not later than July 1, [2017, and shall include a provision to require the training of all school professionals, paraprofessional staff members and administrators in the proper means of physically restraining or secluding a student not later than July 1, 2019, and periodically thereafter as] prescribed by the Commissioner of Education] **2018;**

(2) [Not later than July 1, 2015] **For the school year commencing July 1, 2017,** and each school year thereafter, each local [or] **and** regional board of education shall require each school in the district to identify a crisis intervention team consisting of [school professionals, paraprofessional staff members and administrators who

have been trained in the use of physical restraint and seclusion pursuant to subparagraph (C) of subdivision (1) of this subsection or chapter 814e] **any teacher, as defined in section 10-144d, administrator, as defined in section 10-144e, school paraprofessional or other school employee, as defined in section 10-222d, designated by the school principal and who has direct contact with students.** Such teams shall respond to any incident in which the use of physical restraint or seclusion may be necessary as an emergency intervention to prevent immediate or imminent injury to a student or to others. Each member of the crisis intervention team shall be recertified in the use of physical restraint and seclusion pursuant to subparagraph (C) of subdivision (1) of this subsection or chapter 814e on an annual basis. **Each local and regional board of education shall maintain a list of the members of the crisis intervention team for each school.**

Sec. 6. Subsection (k) of section 10-222c of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2017*):

(k) For purposes of this section and section 10-221d, (1) "sexual misconduct" means any verbal, nonverbal, written or electronic communication, or any other act directed toward or with a student that is designed to establish a sexual relationship with the student, including a sexual invitation, dating or soliciting a date, engaging in sexual dialog, making sexually suggestive comments, self-disclosure or physical exposure of a sexual or erotic nature and any other sexual, indecent or erotic contact with a student; [and] (2) "abuse or neglect" means abuse or neglect as described in section 46b-120, and includes any violation of section 53a-70, 53a-70a, 53a-71, 53a-72a, 53a-72b or 53a-73a; and (3) "former employer" means any person, firm, business, educational institution, nonprofit agency, corporation, limited liability company, the state, any political subdivision of the state, any governmental agency, or any other entity that such applicant was employed by during any of the previous twenty years prior to applying for a position with a local or regional board of education, governing council of a state or local charter school or interdistrict magnet school operator.

**PA 17-237**  
**AN ACT CONCERNING THE**  
**ESTABLISHMENT OF THE TECHNICAL**  
**HIGH SCHOOL SYSTEM AS AN**  
**INDEPENDENT AGENCY**

**SUMMARY:** *This act 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 act, the education commissioner retains her 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 act 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 act 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 act 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 act contains provisions that (1) establish accountability and efficiency mechanisms for the system, (2) require evaluation of existing career 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 act also allows for training for the system board to help the board conduct its business.*

*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.*

**SA 17-1 (Signed by Governor)  
AN ACT CONCERNING THE  
DEVELOPMENT OF A PLAN FOR  
UNIVERSAL PRESCHOOL**

**SUMMARY:** *This act requires the Department of Education, in consultation with the Office of Early Childhood, the childhood cabinet and 2 providers of private preschool programs to develop a plan for universal preschool beginning in 2022.*



**Resolutions, State Relations, and Federal Relations**

Ann Gruenberg  
President  
Hampton

Eileen Baker  
Old Saybrook

Sharon Beloin-Saavedra  
New Britain

Elizabeth Brown  
VP for Professional Development  
Waterbury

Jennifer Dayton  
Greenwich

Michelle Embree Ku  
Newtown

Christine Finkelstein  
Wilton

Michaela Fissel  
Windsor

Hoween Flexer  
Killingly

Michelle Gorra  
Region 12

Bruce Guillemette  
Region 10

Bryan Hall  
**Resolutions Chairman**  
East Hartford

Donald Harris  
VP for Government Relations  
Bloomfield

John Hatfield  
Seymour

Jackie Heftman  
Stamford

Michele Holt  
East Granby

Robert Mitchell  
First Vice President  
Montville

Pamela Munro  
Salem

Joseph Musumeci  
Woodstock Academy

Lydia Tedone  
Simsbury

Becky Tyrrell  
**Federal Relations Chairman**  
Plainville

Elaine Whitney  
Westport

Christopher Wilson  
**State Relation Chairman**  
Bristol

**Staff to the Committee**  
Robert Rader  
Executive Director

Patrice McCarthy  
Deputy Director and General Counsel

Sheila McKay  
Senior Staff Associate for  
Government Relations

Gail Heath  
Administrative Associate  
for Government Relations

## CABE Board of Directors

### Executive Committee

Ann Gruenberg  
President  
Hampton

Robert Mitchell  
First Vice President  
Montville

Donald Harris  
Vice President  
for Government Relations  
Bloomfield

Elizabeth Brown  
Vice President  
for Professional Development  
Waterbury

Robert Trefry  
Secretary/Treasurer  
CT Technical High School System

Richard Murray  
Immediate Past President  
Killingly

John Prins  
Member at Large  
Branford

### Area Directors

Jonathan Moore  
Area 1 Co-Director  
Region 1

Michelle Lucian  
Area 1 Co-Director  
Plymouth

Bryan Hall  
Area 2 Director  
East Hartford

Michael Purcaro  
Area 3 Co-Director  
Ellington

Michele Arn  
Area 3 Co-Director  
Ellington

Joan Trivella  
Area 4 Director  
Brooklyn

Michelle Embree Ku  
Area 5 Director  
Newtown

Jennifer Dayton  
Area 6 Co-Director  
Greenwich

Karen Kleine  
Area 6 Co-Director  
Westport

Roxane McKay  
Area 7 Director  
Wallingford

Lon Seidman  
Area 8 Director  
Essex

Sean Nugent  
Area 9 Director  
Preston

### NSBA Director

Lydia Tedone  
Simsbury

### City Representatives

Richard Wareing  
City Representative  
Hartford

Carlos Torre  
City Representative  
New Haven

Jacqueline Heftman  
City Representative  
Stamford

Charles Stango  
City Representative  
Waterbury

### Committee Chairs

Bryan Hall  
Resolutions Chmn  
East Hartford

Becky Tyrrell  
Federal Rel. Chmn  
Plainville

Christopher Wilson  
State Relations Chmn  
Bristol

### Associates

Eileen Baker  
Associate  
Old Saybrook

Sharon Belbin-Saavedra  
Associate  
New Britain

Robert Guthrie  
Associate  
West Haven

Elaine Whitney  
Associate  
Westport



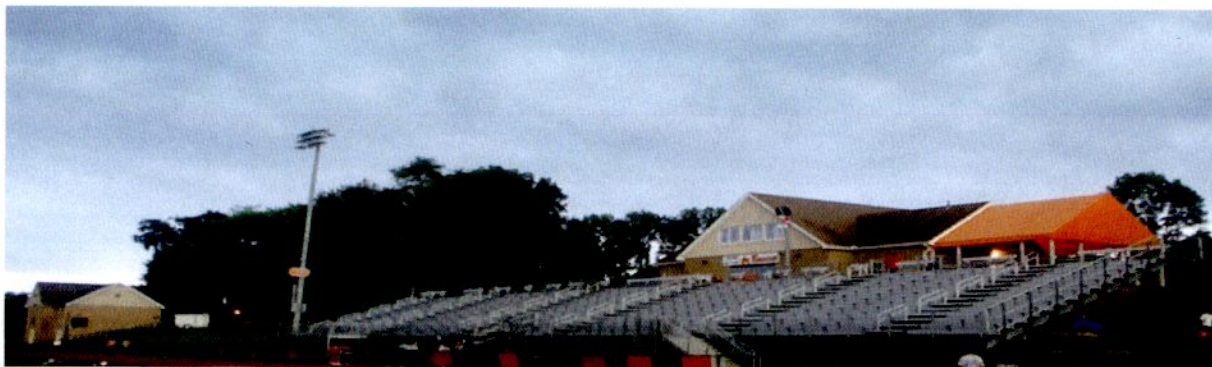
Connecticut Association of Boards of Education, Inc.  
81 Wolcott Hill Road, Wethersfield, CT 06109-1242

Non-profit  
Organization  
U.S. Postage  
PAID  
Permit No. 4368  
Hartford, Conn.



## Stadium Banners

[Home](#) / Stadium Banners



At Ridgefield High School we have 60 sports teams serving approximately 1500 athletes; over 50% of our student population participating in the athletics program. The needs of our athletic programs are currently met by a combination of support from our school budget and player family contributions. In our attempt to continue to offer high quality sports to our players, families and area fans we need to expand our sources of support in order to ensure the continued quality of our facilities and our fields across all of our sports programs.

As a result of this need we are announcing an expanded sponsorship program for area businesses! Our intention is to give your business an opportunity to support this goal AND to provide your firm with a single and affordable way to promote your company to the thousands of Ridgefield and area fans who attend our sporting events.

This program is being run in cooperation between the RHS Athletics Department, the RHS Athletic Advisory Council and the Tiger Hollow Board. The Athletics Advisory Council (AAC) is a volunteer organization that works in support of ALL RHS sports. Funds raised from this program will be targeted to support capital needs for teams and our sports facilities. Our current athletics budget is almost fully consumed by the operational costs of our individual sports programs.

The links below will allow you to view/print information which describes a number of options available to you to participate in this program. All program levels include a highly visible company banner (see banner samples) that we will create and place at either our 5000 seat Tiger Hollow Stadium or our High School gymnasium.

Please take the time to consider the positive effects your participation will have on our athletics program, our community and your business. We thank you in advance for helping to make RHS Athletics "Best in Class" for our students and the entire Ridgefield community. If you have any questions we will be pleased to provide you with more information on any these offerings; contact information has been provided on each of the Information links below.

[TH Banner Program Letter/Overview](#)

[TH Major Sponsor Program Information](#)

[TH Black and Orange Program Information](#)

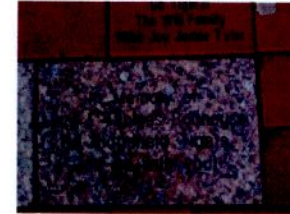
[TH Banner Program Application](#)



## Bricks and Granite

[Home](#) / Bricks and Granite

We need your support to ensure that Tiger Hollow Stadium remains a 'best-in-class' facility. The Bricks and Granite Donation program provides you with an opportunity help us reach our goal through the purchase of personalized bricks and granite pieces which are located at the entrance to the stadium. Other opportunities include plaques for our wall of fame or benches.



### Donation Program Opportunities

**\$200 Donation – Trail Blazers:** Brick for the "Walk of Fame" with Inscription (up to 3 lines, 16 characters ea.)

**\$500 Donation – Signature Supporters:** Granite Stone for "Walk of Fame" with Inscription (up to 4 lines, 25 characters ea.)

**\$1,000 Donation – Bench:** Alumni Pavilion Bench with name

**\$1,000 or More – Wall of Fame:** Plaque with Inscription (1 line, up to 30 characters max.)



### Other

If you do not wish to participate in the Bricks & Granite program, but you would like to make a donation to Tiger Hollow, please click on the link below where you will be able enter the amount you would like to contribute. Or mail a check made payable to 'Tiger Hollow, Inc..' to the following address:

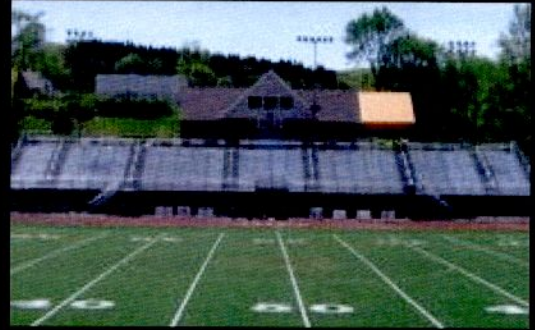
[Donate online via PayPal](#)

[Donate via Mail](#)



The Ridgefield High School Athletics Department, in cooperation with the RHS Athletic Advisory Council, is looking to provide area businesses and corporations with a way to broadly support our athletics programs in a single and coordinated fashion. Through one of the offerings described below, your company name and logo will appear on a professional 3' x 5' banner that we will provide. It will be displayed in a highly visible way to the thousands of area fans that attend our athletic and community events outdoor at Tiger Hollow and/or indoor at the RHS gymnasium.

## 2016-17 RHS ATHLETICS BANNER PROGRAM



In addition to hosting many Ridgefield High School athletic events, Tiger Hollow stadium has hosted numerous large scale post season events and rentals, and will be hosting future large scale events and outside athletic rentals.

# Black and Orange Banner Program

## FALL TIGER HOLLOW

\$500

- All 5 Home Football Games
- All 16 Boys & Girls Soccer Home Games
- All 8 Field Hockey Home Games
- FCIAC and State Championship Events



## SPRING TIGER HOLLOW

\$500

- All 16 Boys & Girls Lacrosse Home Games
- All Boys & Girls Track Meets (6 total)
- FCIAC and State Championship events
- All Spring stadium rentals

---

## INDOOR GYM PROGRAM

\$500

- All 20 Boys and Girls Basketball home games
- All 16 Boys & Girls Volleyball home Games
- 4 Major Wrestling events including the Ridgefield Challenge Tournament
- FCIAC and State Championship events

**BEST VALUE – ALL THREE PROGRAMS GIVING FULL YEAR MULTI VENUE COVERAGE FOR \$1250. ADDED BONUS – your business can distribute flyers at athletics events in each season (Fall, Winter and Spring) at no additional cost!!**





2016

## **RHS Athletics Business Sponsor Program**

Dear Business Leader:

We would like to offer your company a unique and cost effective way to reach the Ridgefield community and beyond with your products and services.

Ridgefield High School has state of the art sports facilities and is home to the student athletes and youth of Ridgefield. Through our RHS Tiger Banner Program, you can reach thousands of Ridgefield and surrounding area families and give your business access to the important market represented by these potential customers. Tiger Hollow Stadium hosts multiple sports and community events in both the fall and spring seasons, and when combined with indoor advertising at the RHS Gymnasium, this program can give your company full year visibility within our community.

This program is being run in cooperation between the RHS Athletics Department, the RHS Athletic Advisory Council and the Tiger Hollow Charity. The Athletic Advisory Council (AAC) is a volunteer organization that works in support of ALL RHS sports. Funds raised from this program will be targeted to support capital needs for teams and our sports facilities.

We have program options that start as low as \$500.00 and provide your company with banner advertising customized to suit the needs of your business. The attached information describes a number of options available to you to participate in this program. All program levels include a highly visible company banner that we will create and place at either our 5,000 seat Tiger Hollow Stadium or our High School gymnasium. This year we are offering participants in our Annual Sponsor programs the option to distribute promotional business flyers as an additional way to reach the Ridgefield community at no additional cost (details attached).

Please take the time to consider the positive effects your participation will have on our athletics program, our community and your business. We thank you in advance for helping to make RHS Athletics "Best in Class" for our students and the entire Ridgefield community. If you have any questions, please contact any of us and we will be pleased to provide you with more information on any these offerings.

Thank you,

Dane Street  
Director of Athletics  
[dstreet@ridgefield.org](mailto:dstreet@ridgefield.org)

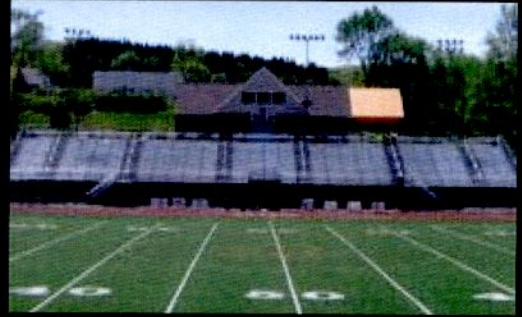
John Pavain  
Athletics Advisory Council/Tiger Hollow Board  
[john@pavain.com](mailto:john@pavain.com)



The Ridgefield High School Athletics Department, in cooperation with the Tiger Hollow Board and Ridgefield Athletic Advisory Council is looking to provide area businesses and corporations with a way to broadly support our athletic programs in a single and coordinated fashion. Your company name and logo will appear on two professional 4' x 6' banners that we will provide and display in a highly visible way to the thousands of area fans that attend our athletic and community events at Tiger Hollow Stadium.

In addition to hosting many Ridgefield High School athletic events, Tiger Hollow stadium has hosted numerous large scale post season events and rentals, and will be hosting future large scale events and outside athletic rentals.

## 2016-2017 RHS MAJOR SPONSOR PROGRAM



# TIGER HOLLOW MAJOR SPONSOR PROGRAM



**\$2500 Annual**



**The Tiger Hollow Major Sponsor Program is our premier annual sponsorship opportunity for Tiger Hollow Stadium. The program includes:**

- Two 4' by 6' Banners displaying the name of your business
- Scrolling scoreboard promotion of your business during games... the fans can't miss it!
- Press box announcements during all home RHS varsity games
- Sponsor and logo listing on Tiger Hollow website homepage
- Inclusion of your business logo on a Tiger Hollow major Sponsor banner posted year round in RHS Gymnasium.

**ADDED BONUS – your business can distribute flyers at athletics events in each season at no added cost!!**





# RHS ATHLETICS BUSINESS SPONSOR PROGRAM APPLICATION



## PROGRAM OPTIONS

### **Black and Orange Banner Program – Various Levels:**

Tiger Hollow:     \_\_\_     One season (Fall or Spring) – \$500

RHS Gym:           \_\_\_     One season (Fall, Winter or Spring) – \$500

BEST VALUE!     \_\_\_     TH *and* RHS Gym: All year (Fall through Summer) –\$1,250

To learn more about the Black and Orange Banner Program, please email John Pavain at: [john.pavain@maxqtech.com](mailto:john.pavain@maxqtech.com) .

### **Tiger Hollow Major Sponsor (\$2,500) – Annual sponsor:**

This is the premier sponsorship program at T.H. Please email John Pavain at [john.pavain@maxqtech.com](mailto:john.pavain@maxqtech.com), to learn more about this encompassing program.

**TOTAL AMOUNT ENCLOSED:** \_\_\_\_\_

Company Name: \_\_\_\_\_

Company Address: \_\_\_\_\_

Contact Name: \_\_\_\_\_

Contact Phone: \_\_\_\_\_

Contact Fax: \_\_\_\_\_

Contact Email: \_\_\_\_\_

**NAME TO BE DISPLAYED ON THE BANNER** – Please submit your desired name, wording, logo or other information to be placed on the stadium banner (please refer to the attached banner sample page):

\_\_\_\_\_

\_\_\_\_\_

All checks should be made payable to: “*RHS Athletics Advisory Council*”. Mail your completed form and check to: **Ridgefield High School, Attention: Athletics Dept, 700 No Salem Rd., Ridgefield, CT 06877.**