



**2015 Task Forces**

***Public Act No. 15-238***

***AN ACT CONCERNING STUDENTS ASSESSMENTS.***

-Patrice McCarthy, Deputy Director and General Counsel of CABE, is the representative for the **Mastery Examination Committee**

The committee shall examine (1) the impact of the state-wide mastery examination on teaching, students and student learning time, (2) the administration of the state-wide mastery examination on computers or other devices, (3) whether the state-wide mastery examination is an appropriate student assessment, (4) whether the state-wide mastery examination (A) responds to student needs, (B) offers accommodations for students with disabilities and students who are English language learners, (C) informs teachers of student progress, (D) aligns with curriculum standards adopted by the State Board of Education, and (E) complies with the requirements of federal law, (5) the feasibility of decreasing the amount of time required to complete the state-wide mastery examination by using alternative formats or alternative methods of delivery, and (6) ways to facilitate timely communication between the State Board of Education and local and regional boards of education with regard to the state-wide mastery examination.

On or before February 15, 2016, the committee shall submit an interim report and, on or before January 15, 2017, a final report.

***June Special Session, Public Act No. 15-5***

***AN ACT IMPLEMENTING PROVISIONS OF THE STATE BUDGET FOR THE BIENNIUM ENDING JUNE 30, 2017, CONCERNING GENERAL GOVERNMENT, EDUCATION, HEALTH AND HUMAN SERVICES AND BONDS OF THE STATE.***

-Patrice McCarthy, Deputy Director and General Counsel of CABE, is representative for the **High School Graduation Task Force**

The task force shall study: (1) The alignment of the changes to the high school graduation requirements commencing with classes graduating in 2021, with the Common Core State Standards, (2) the feasibility of including training in cardiopulmonary resuscitation as part of the high school graduation requirements, and (3) the feasibility of substituting a student's participation in an interscholastic athletic program for the physical education credit to satisfy the high school graduation requirements.

By January 1, 2016 the task force must submit its report.

***Special Act No. 15-17***

***AN ACT ESTABLISHING A TASK FORCE TO STUDY LIFE-THREATENING FOOD ALLERGIES IN SCHOOLS.***

-Michelle Embree Ku, Newtown Board of Education is representing CABE on the **Life-Threatening Food Allergies in Schools Task Force**

The task force shall examine (1) the efficacy of the implementation, dissemination and enforcement of the guidelines for the management of students with life-threatening food allergies and glycogen storage disease, developed by the Department of Education pursuant to section 10-212c of the general statutes, (2) methods used by school districts to ensure the safety of students with life-threatening food allergies while such students are being transported to and from school, (3) the plans for the management of students with life-threatening food allergies and glycogen storage disease, implemented by local and regional boards of education pursuant to section 10-212c of the general statutes, to ensure the safety of students with life-threatening food allergies and their inclusion as fully participating members in the school community, (4) the emotional and psychosocial welfare of students with life-threatening food allergies as it relates to and is influenced by such students' membership in the school community and how such students are included or excluded from participating in school events, and (5) how instances of isolation or targeting of students with life-threatening food allergies by other students, school staff or school policy are addressed by the school or district administration.

Not later than January 1, 2016, the task force shall submit a report.

***June Special Session, Public Act No. 15-5***

***AN ACT IMPLEMENTING PROVISIONS OF THE STATE BUDGET FOR THE BIENNIUM ENDING JUNE 30, 2017, CONCERNING GENERAL GOVERNMENT, EDUCATION, HEALTH AND HUMAN SERVICES AND BONDS OF THE STATE.***

-Bob Rader, Executive Director of CABE, is the representative for the **Planning Commission for Education Committee**

In developing the strategic master plan, the commission shall address the following issues: (A) How to better organize the state public education system to streamline various and disparate mandates, initiatives and reforms that may compete with the articulated vision and mission; (B) the manner in which the public education system utilizes data and supports to inform and improve the provision of education in the state; (C) the extent to which the accountability system assesses the most worthy outcomes of public education; and (D) the identification and analysis of the most significant factors that effect and support the most worthy outcomes of public education for all students, including, but not limited to, poverty, socioeconomic and racial isolation, language barriers and parental engagement in a student's education.

In addressing the issues described in subdivision (1) of this subsection, the commission shall consider: (A) What are the most worthy outcomes of public education and what means can be taken to achieve such outcomes; (B) the extent to which the public education system prepares students to meet the challenges of work, citizenship and life upon graduation; (C) strategies to develop state-wide education leadership goals and to enhance education leadership in conformance with such

goals; (D) ways to ensure effective communication and partnership between school districts and the families of children who attend public school in such school district, with particular focus on diversity; (E) ways to share best practices within the public education system, including, but not limited to, learning across methodologies, models and structures of educational excellence; (F) what innovations are necessary to excel in both competitiveness and character; (G) the extent to which the public education system empowers students and educators to excel, innovate and build on strengths; and (H) best practices that ensure high quality instruction and promote continuous systemic improvement.

The commission shall also examine and recommend changes to funding policies, practices and accountability in order to (A) align such funding policies, practices and accountability with the strategic master plan, (B) ensure that all school districts receive equitable funding from the state, and (C) determine and recommend measures to promote the adoption of ways in which resources can be most effectively utilized.

Not later than April 15, 2016, the commission shall submit a preliminary report and not later than February 15, 2017, the commission shall submit the strategic master plan, including specific goals and benchmarks for implementation, together with any recommendations for appropriate legislation and funding to the Governor and the joint standing committees of the General Assembly having cognizance of matters relating to education and appropriations.

#### **Individual Education Program Advisory Council**

The council shall assist the Commissioner of Education in the development of a new individualized education program form that is easier for practitioners to use and easier for parents and students to understand.

The advisory council shall terminate on the date that the Commissioner of Education submits the new individualized education program form on or January 1, 2017, whichever is later.

#### **Regional Educational Service Center Special Education Funding Working Group**

The working group shall: (1) Study the funding provided to and expenditures of regional educational service centers for the provision of special education and related services, including, but not limited to, the sources of special education funds received by regional educational service centers and the ways in which regional educational service centers use such funds to provide special education and related services, and (2) make recommendations regarding how regional educational service centers can access additional special education funding and use such funds more efficiently and in ways that expand the provision of special education services, such as transportation, training and therapeutic services.

Not later than July 1, 2016, the working group shall submit a report.

#### **Regional Model**

Each regional educational service center shall develop, in consultation with the Department of Education, a regional model for the provision of special education services related to transportation, training and therapeutic services to be used for the provision of such special education services to all school districts served by such regional educational service center. Each regional model shall take into account the least restrictive environment for students receiving special education and related services and include (1) a regional transportation plan, developed in consultation with public transit districts, that provides transportation to children requiring special education and related services, (2) a regional educator training plan that provides special education training to teachers, school

paraprofessionals and administrators that includes, but need not be limited to, instruction regarding classroom techniques to improve the provision of special education and related services to children and the implementation of scientific research-based interventions, (3) a regional plan for the provision of therapeutic services, including, but not limited to, speech therapy, physical therapy and occupational therapy, and (4) a plan for the provision of transportation, training and therapeutic services in a manner that makes such services readily available to each school district served by the regional educational service center rather than by request of a school district.

Not later than October 1, 2016, each regional educational service center shall submit such model.

***Public Act No. 15-242***

***AN ACT CONCERNING VARIOUS REVISIONS TO THE PUBLIC HEALTH STATUTES.***

**Childhood Nutrition Task Force**

Such study shall include, but not be limited to, an examination of (1) promoting healthier eating habits, (2) providing and promoting healthier options for school meals, and (3) the development of a nutrition education program for adoption by the local and regional school districts and integration into the physical education curriculum.

Not later than January 1, 2016, the task force shall submit a report.

***Public Act No. 15-108***

***AN ACT CONCERNING TEACHER CERTIFICATION REQUIREMENTS FOR SHORTAGE AREAS, INTERSTATE AGREEMENTS FOR TEACHER CERTIFICATION RECIPROCITY, MINORITY TEACHER RECRUITMENT AND RETENTION AND CULTURAL COMPETENCY INSTRUCTION.***

**Minority Teacher Recruitment**

There is established a task force to study and develop strategies to increase and improve the recruitment, preparation and retention of minority teachers, as defined in section CGS 10-155I, in public schools in the state. Such study shall include, but need not be limited to, an examination of current state-wide and school district demographics and a review of best practices.

The task force must report by February 1, 2016.

**MORE**

**Municipal Opportunities and Regional Efficiencies**

Education Policy Sub committee - **DRAFT** Recommendations

The State should create state, region and district level enrollment projections on an annual basis. Two pilots projects should be developed- one through a COG and the other through a RESC- to develop district level projections regionally.

The State should report on school capacity and proposals for school closures at a state, regional and district level on an annual basis.

The State should strengthen existing regional infrastructure/capacity, using RESCs and COGs, to support regional initiatives to support regional collaboration to take advantage of the existing regional infrastructure/expertise that the RESCs and COGs can provide. Additionally, RESC and COG directors should be convened to talk about regional opportunities that can be delivered through their existing regional structures.

The State should develop a user friendly data portal and be required to make data available on a timely basis and fund a common student management platform for use in all public schools and districts to maximize use of education data while reducing costs. The State should, through RESCs, pilot a common student achievement accountability package such as Milesposts.

In order to leverage existing funding both formula based and competitively awarded education funding from the State should be tied to regional efforts and or inter-district or inter-town initiatives being undertaken by town and school districts.

Designate the Office of Policy and Management- Intergovernmental division- as the lead agency responsible for supporting regional efforts in all areas- including education.

The CT Advisory Council on Intergovernmental Relations should be strengthened by adding representatives from RESCs, CASBO, and GFOA. ACIR should review and make recommendations to the MORE Commission and the respective committees of cognizance on the status of regional efforts proposed and acted on during 2016 legislative session as well as subsequent legislative sessions.

Establish a minimum enrollment for state cost sharing related to school construction.

Establish a minimum enrollment for superintendent services and allow RESCs to provide such administrative services.

Modify existing statutes related to the preparation of the State, Regional and Municipal Plans of Conservation and Development to include an element addressing education.

Enable regional school districts that have diminished enrollments resulting in decreased opportunities for students and disproportionately high tuition rates to initiate a comprehensive study regarding options to dissolve or reconstitute (add or delete grades to a regional system) their regional arrangement by a majority vote of the districts/towns involved instead of the current law that requires a unanimous vote of each town. The further intent is to allow either a majority of the participating towns' legislative body or their boards of education to initiate this process.

SBOE Strategic Plan- your opportunity for input, survey closes very soon

English- <https://www.surveymonkey.com/r/CTStrategicPlanning>

Spanish- <https://www.surveymonkey.com/r/CTStrategicPlanningEsponol>