



House of Representatives

General Assembly

File No. 284

January Session, 2015

Substitute House Bill No. 6834

House of Representatives, March 30, 2015

The Committee on Education reported through REP. FLEISCHMANN of the 18th Dist., Chairperson of the Committee on the part of the House, that the substitute bill ought to pass.

AN ACT CONCERNING COLLABORATION BETWEEN BOARDS OF EDUCATION AND SCHOOL RESOURCE OFFICERS AND THE COLLECTION AND REPORTING OF DATA ON SCHOOL-BASED ARRESTS.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. (NEW) (*Effective July 1, 2015*) Each local or regional board
2 of education that assigns a school resource officer to any school under
3 the jurisdiction of such board shall enter into a memorandum of
4 understanding with a local law enforcement agency or the Division of
5 State Police within the Department of Emergency Services and Public
6 Protection regarding the role and responsibility of such school
7 resource officer. Such memorandum of understanding shall include
8 provisions addressing daily interactions between students and school
9 personnel with school resource officers and may include a graduated
10 response model for student discipline. For the purposes of this section,
11 "school resource officer" means a sworn police officer of a local law
12 enforcement agency or a sworn officer of the Division of State Police

13 within the Department of Emergency Services and Public Protection
14 who has been assigned to a school pursuant to an agreement between
15 the local or regional board of education and the chief of police of a
16 local law enforcement agency or the commanding officer of the
17 Division of State Police.

18 Sec. 2. (NEW) (*Effective July 1, 2015*) (a) As used in this section:

19 (1) "Student" means a person who is enrolled in a school under the
20 jurisdiction of a local or regional board of education;

21 (2) "School property" means the real property comprising a public
22 elementary or secondary school under the jurisdiction of a local or
23 regional board of education;

24 (3) "School day" means the hours in which a school is open to
25 students for regular classroom instruction, intramural or
26 interscholastic athletics, or extracurricular activities;

27 (4) "School-sponsored event" means any school activity conducted
28 on or off school property regardless of when such school activity is
29 conducted; and

30 (5) "School-based arrest" means an arrest of a student for conduct of
31 such student on school property or at a school-sponsored event.

32 (b) The Department of Education shall annually examine data
33 relating to in-school suspensions, out-of-school suspensions,
34 expulsions and school-based arrests that has been submitted as part of
35 the strategic school profile report pursuant to section 10-220 of the
36 general statutes, as amended by this act, and shall disaggregate such
37 data by school, race, ethnicity, gender, age, students with disabilities
38 and type of offense for which the school-based arrests were made and
39 the number of arrests made annually at each school within the school
40 district. The department shall annually submit a report to the State
41 Board of Education regarding the examination and disaggregation of
42 such data and make the report available on the department's Internet
43 web site.

44 Sec. 3. Subsection (c) of section 10-220 of the general statutes is
45 repealed and the following is substituted in lieu thereof (*Effective July*
46 *1, 2015*):

47 (c) Annually, each local and regional board of education shall
48 submit to the Commissioner of Education a strategic school profile
49 report for each school under its jurisdiction and for the school district
50 as a whole. The superintendent of each local and regional school
51 district shall present the profile report at the next regularly scheduled
52 public meeting of the board of education after each November first.
53 The profile report shall provide information on measures of (1) student
54 needs, (2) school resources, including technological resources and
55 utilization of such resources and infrastructure, (3) student and school
56 performance, including truancy, in-school suspensions, out-of-school
57 suspensions and expulsions, (4) the number of students enrolled in an
58 adult high school credit diploma program, pursuant to section 10-69,
59 operated by a local or regional board of education or a regional
60 educational service center, (5) equitable allocation of resources among
61 its schools, (6) reduction of racial, ethnic and economic isolation, [and]
62 (7) special education, and (8) school-based arrests, as defined in section
63 2 of this act. For purposes of this subsection, measures of special
64 education include (A) special education identification rates by
65 disability, (B) rates at which special education students are exempted
66 from mastery testing pursuant to section 10-14q, (C) expenditures for
67 special education, including such expenditures as a percentage of total
68 expenditures, (D) achievement data for special education students, (E)
69 rates at which students identified as requiring special education are no
70 longer identified as requiring special education, (F) the availability of
71 supplemental educational services for students lacking basic
72 educational skills, (G) the amount of special education student
73 instructional time with nondisabled peers, (H) the number of students
74 placed out-of-district, and (I) the actions taken by the school district to
75 improve special education programs, as indicated by analyses of the
76 local data provided in subparagraphs (A) to (H), inclusive, of this
77 subdivision. The superintendent shall include in the narrative portion
78 of the report information about parental involvement and [if] any

79 measures the district has taken [measures] to improve parental
80 involvement, including, but not limited to, employment of methods to
81 engage parents in the planning and improvement of school programs
82 and methods to increase support to parents working at home with
83 their children on learning activities. For purposes of this subsection,
84 measures of truancy include the type of data that is required to be
85 collected by the Department of Education regarding attendance and
86 unexcused absences in order for the department to comply with
87 federal reporting requirements and the actions taken by the local or
88 regional board of education to reduce truancy in the school district.
89 Such truancy data shall be considered a public record, [for purposes of
90 chapter 14] as defined in section 1-200.

91 Sec. 4. Subsection (c) of section 10-10a of the general statutes is
92 repealed and the following is substituted in lieu thereof (*Effective July*
93 *1, 2015*):

94 (c) The state-wide public school information system shall:

95 (1) Track and report data relating to student, teacher and school and
96 district performance growth and make such information available to
97 local and regional boards of education for use in evaluating
98 educational performance and growth of teachers and students enrolled
99 in public schools in the state. Such information shall be collected or
100 calculated based on information received from local and regional
101 boards of education and other relevant sources. Such information shall
102 include, but not be limited to:

103 (A) In addition to performance on state-wide mastery examinations
104 pursuant to subsection (b) of this section, data relating to students shall
105 include, but not be limited to, (i) the primary language spoken at the
106 home of a student, (ii) student transcripts, (iii) student attendance and
107 student mobility, (iv) reliable, valid assessments of a student's
108 readiness to enter public school at the kindergarten level, and (v) data
109 collected, if any, from the preschool experience survey, described in
110 section 10-515;

111 (B) Data relating to teachers shall include, but not be limited to, (i)
 112 teacher credentials, such as master's degrees, teacher preparation
 113 programs completed and certification levels and endorsement areas,
 114 (ii) teacher assessments, such as whether a teacher is deemed highly
 115 qualified pursuant to the No Child Left Behind Act, P.L. 107-110, or
 116 deemed to meet such other designations as may be established by
 117 federal law or regulations for the purposes of tracking the equitable
 118 distribution of instructional staff, (iii) the presence of substitute
 119 teachers in a teacher's classroom, (iv) class size, (v) numbers relating to
 120 absenteeism in a teacher's classroom, and (vi) the presence of a
 121 teacher's aide. The department shall assign a unique teacher identifier
 122 to each teacher prior to collecting such data in the public school
 123 information system;

124 (C) Data relating to schools and districts shall include, but not be
 125 limited to, (i) school population, (ii) annual student graduation rates,
 126 (iii) annual teacher retention rates, (iv) school disciplinary records,
 127 such as data relating to suspensions, expulsions and other disciplinary
 128 actions, (v) the percentage of students whose primary language is not
 129 English, (vi) the number of and professional credentials of support
 130 personnel, [and] (vii) information relating to instructional technology,
 131 such as access to computers, and (viii) disaggregated measures of
 132 school-based arrests pursuant to section 2 of this act.

133 (2) Collect data relating to student enrollment in and graduation
 134 from institutions of higher education for any student who had been
 135 assigned a unique student identifier pursuant to subsection (b) of this
 136 section, provided such data is available.

137 (3) Develop means for access to and data sharing with the data
 138 systems of public institutions of higher education in the state.

This act shall take effect as follows and shall amend the following sections:		
Section 1	July 1, 2015	New section
Sec. 2	July 1, 2015	New section

Sec. 3	<i>July 1, 2015</i>	10-220(c)
Sec. 4	<i>July 1, 2015</i>	10-10a(c)

Statement of Legislative Commissioners:

In Section 2(a)(1), "child" was replaced with "person" for accuracy.

ED *Joint Favorable Subst.*

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

OFA Fiscal Note

State Impact:

Agency Affected	Fund-Effect	FY 16 \$
Education, Dept.	GF - Cost	Less than 10,000

Note: GF=General Fund

Municipal Impact: None

Explanation

The bill requires the State Department of Education (SDE) to disaggregate data on (1) in-school and out-of-school suspensions and expulsions and (2) school-based arrests. The bill requires the new data to be disaggregated by school, race, ethnicity, gender, age, disability status, offense type, and the number of arrests at each school. It is anticipated that this requirement would result in a one-time cost of less than \$10,000 to SDE associated with data collection validations and modifying the strategic school profile report to include data on the new requirements.

The bill makes various other changes, including requiring a local or regional school board that assigns a sworn police officer to a school (i.e., school resource officer) to enter into a memorandum of understanding (MOU) with the local police department or the Division of State Police that defines the officer's role and responsibilities. The changes do not result in a fiscal impact as they are procedural in nature.

The Out Years

There are no costs in the out years, as the cost is one-time in nature.

OLR Bill Analysis

sHB 6834

AN ACT CONCERNING COLLABORATION BETWEEN BOARDS OF EDUCATION AND SCHOOL RESOURCE OFFICERS AND THE COLLECTION AND REPORTING OF DATA ON SCHOOL-BASED ARRESTS.

SUMMARY:

This bill requires a local or regional school board that assigns a sworn police officer to a school (i.e., school resource officer) to enter into a memorandum of understanding (MOU) with the local police department or the Division of State Police that defines the officer's role and responsibilities. The MOU must address daily interactions among students, school personnel, and police officers, and can include a graduated response model for student discipline (see BACKGROUND).

By law, each local and regional school board must submit to the education commissioner an annual strategic school profile (SSP) with certain required data (e.g., student performance, school resources) for each of its schools and the district as a whole. The bill adds to this requirement data on (1) in-school and out-of-school suspensions and expulsions and (2) school-based arrests.

As a separate reporting requirement, the State Department of Education (SDE) must disaggregate the new data the bill requires by school, race, ethnicity, gender, age, disability status, offense type, and the number of arrests at each school. SDE must report annually to the State Board of Education on the disaggregation of the data and make the report available to the public on the department website.

EFFECTIVE DATE: July 1, 2015

SCHOOL-BASED ARRESTS

Definition

The bill defines a “school-based arrest” as an arrest of a student for conduct on school property or at a school-sponsored event, which is a school activity conducted on or off school property regardless of when it takes place. The arrest must also be of a student enrolled in a school under the local or regional board of education responsible for submitting that student’s information for the SSP.

BACKGROUND

Graduated Response Model

The Juvenile Justice Advisory Committee, which advises the governor and the Office of Policy and Management on juvenile justice and delinquency prevention, developed a model MOU for use between districts and police departments. The graduated response model in its MOU contains guidelines on classroom intervention; school administrative intervention, assessment, and service provision; and law enforcement intervention.

COMMITTEE ACTION

Education Committee

Joint Favorable Substitute

Yea 32 Nay 0 (03/11/2015)