

**CONNECTICUT STATE DEPARTMENT OF EDUCATION
TURNAROUND OFFICE**

Guidelines for the Commissioner's Network

January 2013

In accordance with Public Act 12-116, the Connecticut State Board of Education (CSBE) unanimously adopted the Guidelines on July 11, 2012, by a vote of 9-0, to govern the implementation of the Commissioner's Network by the Commissioner of Education and the State Department of Education (CSDE). In January 2013, the Commissioner revised the timeline in section B of the Guidelines.

Background

Public Act 12-116 establishes the Commissioner's Network to provide new resources and flexibilities to improve student achievement in the state's lowest performing schools. The Network is designed as a partnership between local stakeholders and the state, and will serve as a vehicle for innovative initiatives, a platform for sharing effective practices, and a model for other schools and districts throughout the state.

Statute permits the Commissioner to select up to 25 schools for the Network by July 1, 2014. Most schools will be selected to join the Network for the 2013-14 and 2014-15 school years. At present, the Network is comprised of Bridgeport's Curiale School, Hartford's Milner School, New Haven's High School in the Community, and Norwich's Stanton School. Network school turnaround plans will include intensive and transformative strategies that are necessary to turnaround schools that, to date, have been unsuccessful in their improvement efforts.

A. School Eligibility and Selection:

1. Eligible schools are those classified at the time of selection as category four schools or category five schools, pursuant to the classification system described in the state's Performance and Support Plan.
2. Preference given to schools that (1) volunteer to participate in the Commissioner's Network on the basis of a mutual agreement between the local or regional board of education for such school and the representatives of the exclusive bargaining unit for certified employees for such school or (2) in which an existing collective bargaining agreement between the local or regional board of education for such school and the representatives of the exclusive bargaining unit for certified employees chosen pursuant to section 10-153b of the general statutes will have expired for the school year in which a turnaround plan will be implemented.

3. The Commissioner may consider other factors in selecting or not selecting schools for the network including performance level, trends in performance, student populations, current interventions, and district capacity.

B. Timeline (subject to revision by the Commissioner as necessary):

Note: Where a range of dates is indicated, the Commissioner shall set specific deadlines as appropriate.

1. For schools that seek to participate in the Commissioner's Network starting in the 2013-2014 school year, the following timeline is established.

No later than:

January 4, 2013: Districts submit an expression of interest.

Week of January 7, 2013: CSDE confirms that schools identified by districts in expressions of interest forms are eligible.

Early February 2013: Initial selection of schools by the Commissioner for participation in the Network.* District notifies CSDE of turnaround committee members and credentials; CSDE notifies district of Commissioner appointee to committee.

Mid-February 2013: CSDE conducts an operations and instructional audit in consultation with the local or regional board of education, the turnaround committee, and the school governance council.

Late-February-April 2013: With support from CSDE, turnaround committee develops a turnaround plan based on the findings from the operations and instructional audit.

* The Commissioner may select additional schools to participate at his discretion and a timeline for those schools will be developed as necessary.

If turnaround committee submits a turnaround plan:

April 2013: Submission or non-submission deadline for turnaround plans.

May 2013: Turnaround plans approved or rejected by the Commissioner.

June 2013: Turnaround plans adopted or rejected by CSBE; final selection of schools for participation in the Network.

Summer 2013: Turnaround plan negotiations completed or reach impasse.¹ Turnaround school staff ratifies tentative agreement³ or rejects.¹ With CSDE support, turnaround committee begins plan implementation.

If the Commissioner develops a turnaround plan:

April 2013: Submission or non-submission deadline for turnaround plans.

June 2013: Commissioner-developed plan is finalized; final selection of schools for participation in the Network.

Summer 2013: Turnaround plan negotiations completed for agreed upon components² or reach impasse.¹ Turnaround school staff ratifies tentative agreement³ or rejects.¹ With CSDE support, turnaround committee begins plan implementation.

By July 2013, the Commissioner will issue a timeline for schools that seek to participate in the Network for the 2014-2015 school year.

¹In the event that negotiations reach impasse or the turnaround school staff fail to ratify the tentative agreement, an arbitrator will rule within 35 days.

²Components of the Commissioner-developed turnaround plan that are not agreed to by the local board of education and exclusive bargaining unit shall be reviewed by a turnaround plan referee prior to negotiations.

³Any agreement reached by the parties shall be submitted for approval by the members of the exclusive bargaining representative who are employed by such board of education and who have been identified and/or selected to work at the school.

C. Turnaround Committee:

1. **Composition:** Upon selection by the Commissioner of Education of a school for participation in the Commissioner's Network of schools, the local or regional board of education for such school shall establish a turnaround committee for the school district. The turnaround committee shall consist of the following members:

(A) two appointed by the local or regional board of education, at least one of whom shall be an administrator employed by such board of education and at least one of whom shall be the parent or guardian of a student enrolled in the school district for such board of education.

(B) three appointed by the exclusive bargaining unit for teachers chosen pursuant to section 10-153b of the general statutes, at least two of whom shall be teachers employed by such board of education and at least one of whom shall be the parent or guardian of a student enrolled in the school district for such board of education.

(C) the Commissioner of Education or the Commissioner's designee;

(D) the superintendent of schools for the district, or the superintendent's designee, where such school is located, as a nonvoting ex-officio member who will serve as the chairperson of the turnaround committee. As necessary, the committee may involve other non-voting participants to assist in their work and deliberations.

2. **Qualifications:** In selecting members, the local or regional board of education or the local bargaining unit should ensure that the members they respectively select have sufficient and relevant expertise and experience such that the turnaround plan is likely to be well-designed and effective in improving student performance. Pursuant to the timeline established by the CSDE, the district shall send the names, addresses, resumes, and other relevant credentials of the committee to the CSDE to demonstrate that the members have sufficient and relevant expertise and experience.

D. Duties of the Turnaround Committee:

The turnaround committee, in consultation with the school governance council for the school selected to participate in the Commissioner's Network, shall:

- (A) assist the CSDE in conducting the operations and instructional audit of the turnaround school;
- (B) develop a turnaround plan for such school in accordance with the relevant provisions of Public Act 12-116 and guidelines issued by the Commissioner; and
- (C) monitor the implementation of such turnaround plan.

E. Operations and Instructional Audit

Following the establishment of a turnaround committee, the CSDE shall conduct – in consultation with the local or regional board of education for a school selected to participate in the Commissioner's Network of schools, the school governance council for such school, and such turnaround committee – an operations and instructional audit for such school. Such operations and instructional audit shall determine the extent to which the school:

- (1) has established a strong family and community connection to the school;
- (2) has a positive school environment, as evidenced by a culture of high expectations and a safe and orderly workplace, and has addressed other nonacademic factors that impact student achievement, such as students' social, emotional, arts, cultural, recreational and health needs;
- (3) has effective leadership, as evidenced by the school principal's performance appraisals, track record in improving student achievement, ability to lead turnaround efforts, and managerial skills and authority in the areas of scheduling, staff management, curriculum implementation and budgeting;
- (4) has effective teachers and support staff as evidenced by performance evaluations, policies to retain staff determined to be effective and who have the ability to be successful in the turnaround effort, policies to prevent ineffective teachers from transferring to the schools, and job-embedded, ongoing professional development informed by the teacher evaluation and support programs that are tied to teacher and student needs;

(5) uses time effectively as evidenced by the redesign of the school day, week, or year to include additional time for student learning and teacher collaboration;

(6) has a curriculum and instructional program that is based on student needs, is research-based, rigorous and aligned with state academic content standards, and serves all children, including students at every achievement level; and

(7) uses evidence to inform decision-making and for continuous improvement, including by providing time for collaboration on the use of data.

Such operations and instructional audit shall be informed by an inventory of the following:

(A) before and after school programs;

(B) any school-based health centers, family resource centers or other community services offered at the school, including, but not limited to, social services, mental health services and parenting support programs;

(C) whether scientific research-based interventions are being fully implemented at the school;

(D) resources for scientific research-based interventions during the school year and summer school programs;

(E) resources for gifted and talented students;

(F) the length of the school day and the school year;

(G) summer school programs;

(H) the alternative high school, if any, available to students at the school;

(I) the number of teachers employed at the school and the number of teachers who have left the school in each of the previous three school years;

(J) student mobility, including the number of students who have been enrolled in and left the school;

(K) the number of students whose primary language is not English;

(L) the number of students receiving special education services;

(M) the number of truants;

(N) the number of students who are eligible for free or reduced price lunches;

(O) the number of students who are eligible for HUSKY Plan, Part A;

(P) the curricula used at the school;

(Q) the reading curricula and programs for kindergarten to grade three, inclusive, if any, at the school;

(R) arts and music programs offered at the school;

(S) physical education programs offered and periods for recess or physical activity;

(T) the number of school psychologists at the school and the ratio of school psychologists to students at the school;

(U) the number of social workers at the school and the ratio of social workers to students at the school;

(V) the teacher and administrator performance evaluation program, including the frequency of performance evaluations, how such evaluations are conducted and by whom, the standards for performance ratings and follow-up and remediation plans and the aggregate results of teacher performance evaluation ratings conducted pursuant to section 10-151b of the general statutes, as amended by this act, and any other available measures of teacher effectiveness;

(W) professional development activities and programs;

(X) teacher and student access to technology inside and outside of the classroom;

(Y) student access to and enrollment in mastery test preparation programs;

(Z) the availability of textbooks, learning materials and other supplies;

(AA) student demographics, including race, gender and ethnicity; and

(BB) chronic absenteeism.

Such audits shall also examine preexisting school improvement plans, for the purpose of:

(i) determining why such school improvement plans have not improved student academic performance, and

(ii) identifying governance, legal, operational, staffing or resource constraints that contributed to the lack of student academic performance at such school and should be addressed, modified, or removed for such school to improve student academic performance.

F. Turnaround Plan Development

Following and concurrent with the operations and instructional audit for the school selected to participate in the Commissioner's Network of schools, the turnaround committee, as assisted by other non-voting participants, shall develop a turnaround plan for such school.

Turnaround plans must include intensive and transformative strategies that are necessary to turnaround schools that, to date, have been unsuccessful in their improvement efforts. These plans must reach beyond surface reforms to achieve dramatic and transformative outcomes. These turnaround plans should address past turnaround efforts and provide an explanation as to how the proposed interventions will succeed where previous efforts have failed.

The turnaround plan shall be prepared in a specific format to be prescribed by the CSDE and shall include:

- (1) specific academic, developmental, and other student goals to be met in three years, which are consistent with the school's performance targets in the state accountability system;
- (2) specific interim objectives to be met in each year that the school is in the Network;
- (3) in the seven areas described below, specific, dramatic, and transformative strategies to maintain or establish:
 - a. a strong family and community connection to the school;
 - b. a positive school environment, including a culture of high expectations, a safe and orderly workplace, and attention to nonacademic factors that impact student achievement, such as students' social, emotional, arts, cultural, recreational and health needs;
 - c. effective leadership, as evidenced by the school principal's performance appraisals, track record in improving student achievement, ability to lead turnaround efforts, and managerial skills and authority in the areas of scheduling, staff management, curriculum implementation and budgeting;
 - d. effective teachers and support staff as evidenced by performance evaluations, policies to retain staff determined to be effective and who have the ability to be successful in the turnaround effort, policies to prevent ineffective teachers from transferring to the schools, and job-embedded, ongoing professional development informed by the teacher evaluation and support programs that are tied to teacher and student needs;
 - e. effective use of time, as evidenced by the redesign of the school day, week, or year to include additional time for student learning and teacher collaboration;
 - f. a curriculum and instructional program that is based on student needs, is research-based, rigorous and aligned with state academic content standards, and serves all children, including students at every achievement level; and

- g. effective use of evidence to inform decision-making and for continuous improvement, including by providing time for collaboration on the use of data.
- (4) descriptions of how the planned activities:
- a. are aligned to the stated goals of the turnaround plan and likely to improve student academic achievement in the school;
 - b. are different from previous, unsuccessful efforts;
 - c. address, modify, or remove any governance, legal, operational, staffing or resource constraints that contributed to the previous lack of student academic performance at the school; and
 - d. address deficiencies identified in the operations and instructional audit.
- (5) where possible, the names of individuals who will be responsible for the proposed strategies, including their relevant and previous expertise; and
- (6) a proposed budget that describes:
- a. the proposed use of any supplemental funding provided to the school by the CSDE, and
 - b. the re-purposing of existing local, state, or federal dollars to support the turnaround plan including federal Title I funds.

The school governance council for each turnaround school may recommend to the turnaround committee for the school district one of the turnaround models described in (A) through (F) below. The turnaround committee may accept such recommendation or may choose a different turnaround model for inclusion in the turnaround plan:

- (A) a CommPACT school, as described in section 10-74g of the general statutes
- (B) a social development model
- (C) the management, administration or governance of the school to be the responsibility of a regional educational service center, a public or private institution of higher education located in the state, or, subject to the provisions of Public Act 12-116, an approved educational management organization
- (D) a school described in section 10-74f of the general statutes
- (E) a model developed by the turnaround committee that utilizes strategies, methods and best practices that have been proven to be effective in improving student academic performance, including, but not limited to, strategies, methods and best practices used at public schools, interdistrict magnet schools and charter schools or disseminated by the Commissioner, or
- (F) a model developed in consultation with the Commissioner or by the Commissioner.

Such turnaround plan may include proposals that change the hours and schedules of teachers and administrators at such school, the length and schedule of the school day, the length and calendar of the school year, the amount of time teachers shall be present in the school beyond the regular school day and policies regarding the hiring or reassignment of teachers or administrators including approaches such as election to work. The CSDE may elaborate upon these guidelines regarding extended learning time and staffing flexibility, including but not limited to the provision of parameters, goals, and models.

The turnaround plan shall direct all resources and funding to programs and services delivered at such school for the educational benefit of the students enrolled at such school and be transparent and accountable to the local community.

The CSBE shall approve the turnaround plan developed by a turnaround committee before a school may implement such turnaround plan.

If a turnaround committee is unable to reach consensus on a turnaround plan by the date specified by the Commissioner, does not develop a turnaround plan, does not submit a plan by the submission/nonsubmission deadline, or if the Commissioner determines that a turnaround plan developed by a turnaround committee is deficient, the Commissioner may develop a turnaround plan for such school according to the timeframe described in the guidelines or amended as necessary, and, if the Commissioner deems necessary, the Commissioner may appoint a special master for such school to implement the provisions of the turnaround plan developed by the Commissioner. It shall be determined that a turnaround committee has reached consensus only if no member of the turnaround committee votes against submitting the plan to the state. An insufficient or inadequate response, as determined by the Commissioner, in any of the required elements of the turnaround plan or the plan as a whole may be grounds for a deficient finding.

G. Support from Non-Profit Partner Organizations

Turnaround plans must demonstrate sufficient school and district capacity, experience, and expertise to ensure that the turnaround plan will be implemented with fidelity, bring about intensive and transformative turnaround strategies, and significantly improve student achievement. Plans that do not demonstrate sufficient capacity may be found deficient. To provide supplemental capacity, turnaround plans may propose to assign the management, administration or governance of the school to a regional educational service center, a public or private institution of higher education located in the state, or an approved not-for-profit educational management organization.

The turnaround plan shall not assign the management, administration or governance of such school to a (i) for-profit corporation, or (ii) a private not-for-profit organization that is exempt from taxation under Section 501(c)(3) of the Internal Revenue Code of 1986, or any subsequent corresponding internal revenue code of the United States, as from time to time amended, other than a public or private institution of higher education located in the state or an approved not-for-profit educational management organization as defined below.

"Approved not-for-profit educational management organization" is defined as a not-for-profit organization that is exempt from taxation under Section 501(c)(3) of the Internal Revenue Code

of 1986, or any subsequent corresponding internal revenue code of the United States, as from time to time amended, that

(A) operates a state charter school located in the state that has a record of student academic success for students enrolled in such state charter school, or

(B) has experience and a record of success in improving student achievement for low income or low performing students through measures, including, but not limited to, reconstituting schools while, if applicable, respecting existing contracts of employees of such schools.

Schools and districts may also propose to work with partner organizations that will add capacity, provide technical assistance, provide additional and complementary services, but to whom the management, administration or governance of the school will not be assigned.

H. Duration

Each school participating in the Commissioner's Network of schools shall participate for three school years and may continue such participation for an additional year, not to exceed two additional years, upon approval from the CSBE. Before the end of the third year that a school is participating in the Commissioner's Network of schools, the Commissioner shall conduct an evaluation to determine whether such school is prepared to exit the Commissioner's Network. In determining whether such school may exit the Commissioner's Network, the Commissioner shall consider whether the local or regional board of education has the capacity to ensure that such school will maintain or improve its student academic performance. If the Commissioner determines that such school is ready to exit the Commissioner's Network of schools, the local or regional board of education for such school shall develop, in consultation with the Commissioner, a plan, subject to the approval by the CSBE, for the transition of such school back to full control by the local or regional board of education. If such school is not ready to exit the Commissioner's Network and participates in the Commissioner's Network for an additional year, the Commissioner shall conduct an evaluation in accordance with the provisions of this subsection. Before the end of the fifth year that a school is participating in the Commissioner's Network, the Commissioner shall develop, in consultation with the local or regional board of education for such school, a plan, subject to the approval by the CSBE, for the transition of such school back to full control by the local or regional board of education.

I. Other

The CSDE and CSBE retain all powers stated in Public Act 12-116 that are not included in these guidelines and may modify these guidelines, as necessary, in accordance with PA 12-116.

Commissioner's Network language in SB 458, *An Act Concerning Education Reform*

Sec. 19. (*Effective from passage*) (a) The Commissioner of Education shall establish a commissioner's network of schools to improve student academic achievement in low-performing schools. On or before July 1, 2014, the commissioner may select not more than twenty-five schools that have been classified as a category four school or a category five school pursuant to section 10-223e of the general statutes, as amended by this act, to participate in the commissioner's network of schools. The commissioner shall issue guidelines regarding the

development of turnaround plans, and such guidelines shall include, but not be limited to, annual deadlines for the submission or nonsubmission of a turnaround plan and annual deadlines for approval or rejection of turnaround plans. The commissioner shall give preference for selection in the commissioner's network of schools to such schools (1) that volunteer to participate in the commissioner's network of schools, provided the local or regional board of education for such school and the representatives of the exclusive bargaining unit for certified employees chosen pursuant to section 10-153b of the general statutes mutually agree to participate in the commissioner's network of schools, or (2) in which an existing collective bargaining agreement between the local or regional board of education for such school and the representatives of the exclusive bargaining unit for certified employees chosen pursuant to section 10-153b of the general statutes will have expired for the school year in which a turnaround plan will be implemented. The commissioner shall not select more than two schools from a single school district in a single school year and shall not select more than four schools in total from a single district. Each school so selected shall begin implementation of a turnaround plan, as described in subsection (d) of this section, not later than the school year commencing July 1, 2014. Each school so selected shall participate in the commissioner's network of schools for three school years, and may continue such participation for an additional year, not to exceed two additional years, upon approval from the State Board of Education in accordance with the provisions of subsection (h) of this section. The commissioner shall provide funding, technical assistance and operational support to schools participating in the commissioner's network of schools and may provide financial support to teachers and administrators working at a school that is participating in the commissioner's network of schools. All costs attributable to developing and implementing a turnaround plan in excess of the ordinary operating expenses for such school shall be paid by the State Board of Education.

(b) (1) Upon the selection by the Commissioner of Education of a school for participation in the commissioner's network of schools, the local or regional board of education for such school shall establish a turnaround committee for the school district. The turnaround committee shall consist of the following members: (A) Two appointed by the local or regional board of education, at least one of whom shall be an administrator employed by such board of education and at least one of whom shall be the parent or guardian of a student enrolled in the school district for such board of education; (B) three appointed by the exclusive bargaining unit for teachers chosen pursuant to section 10-153b of the general statutes, at least two of whom shall be teachers employed by such board of education and at least one of whom shall be the parent or guardian of a student enrolled in the school district for such board of education; and (C) the Commissioner of Education, or the commissioner's designee. The superintendent of schools for the district, or the superintendent's designee, where such school is located shall be a nonvoting ex-officio member and serve as the chairperson of the turnaround committee.

(2) The turnaround committee, in consultation with the school governance council, as described in section 23 of this act, for a school selected to participate in the commissioner's network of schools, shall (A) assist the Department of Education in conducting the operations and instructional audit pursuant to subsection (c) of this section, (B) develop a turnaround plan for such school in accordance with the provisions of subsection (d) of this section and guidelines issued by the commissioner, and (C) monitor the implementation of such turnaround plan.

(c) Following the establishment of a turnaround committee, the Department of Education shall conduct, in consultation with the local or regional board of education for a school selected to participate in the commissioner's network of schools, the school governance council for such

school and such turnaround committee, an operations and instructional audit, as described in subparagraph (A) of subdivision (2) of subsection (e) of section 10-223e of the general statutes, as amended by this act, for such school. Such operations and instructional audit shall be conducted pursuant to guidelines issued by the department and shall determine the extent to which the school (1) has established a strong family and community connection to the school; (2) has a positive school environment, as evidenced by a culture of high expectations, a safe and orderly workplace, and that address other nonacademic factors that impact student achievement, such as students' social, emotional, arts, cultural, recreational and health needs; (3) has effective leadership, as evidenced by the school principal's performance appraisals, track record in improving student achievement, ability to lead turnaround efforts, and managerial skills and authority in the areas of scheduling, staff management, curriculum implementation and budgeting; (4) has effective teachers and support staff as evidenced by performance evaluations, policies to retain staff determined to be effective and who have the ability to be successful in the turnaround effort, policies to prevent ineffective teachers from transferring to the schools, and job-embedded, ongoing professional development informed by the teacher evaluation and support programs that are tied to teacher and student needs; (5) uses time effectively as evidenced by the redesign of the school day, week, or year to include additional time for student learning and teacher collaboration; (6) has a curriculum and instructional program that is based on student needs, is research-based, rigorous and aligned with state academic content standards, and serves all children, including students at every achievement level; and (7) uses evidence to inform decision-making and for continuous improvement, including by providing time for collaboration on the use of data. Such operations and instructional audit shall be informed by an inventory of the following: (A) Before and after school programs, (B) any school-based health centers, family resource centers or other community services offered at the school, including, but not limited to, social services, mental health services and parenting support programs, (C) whether scientific research-based interventions are being fully implemented at the school, (D) resources for scientific research-based interventions during the school year and summer school programs, (E) resources for gifted and talented students, (F) the length of the school day and the school year, (G) summer school programs, (H) the alternative high school, if any, available to students at the school, (I) the number of teachers employed at the school and the number of teachers who have left the school in each of the previous three school years, (J) student mobility, including the number of students who have been enrolled in and left the school, (K) the number of students whose primary language is not English, (L) the number of students receiving special education services, (M) the number of truants, (N) the number of students who are eligible for free or reduced price lunches, (O) the number of students who are eligible for HUSKY Plan, Part A, (P) the curricula used at the school, (Q) the reading curricula and programs for kindergarten to grade three, inclusive, if any, at the school, (R) arts and music programs offered at the school, (S) physical education programs offered and periods for recess or physical activity, (T) the number of school psychologists at the school and the ratio of school psychologists to students at the school, (U) the number of social workers at the school and the ratio of social workers to students at the school, (V) the teacher and administrator performance evaluation program, including the frequency of performance evaluations, how such evaluations are conducted and by whom, the standards for performance ratings and follow-up and remediation plans and the aggregate results of teacher performance evaluation ratings conducted pursuant to section 10-151b of the general statutes, as amended by this act, and any other available measures of teacher effectiveness, (W) professional development activities and programs, (X) teacher and student access to technology inside and outside of the classroom, (Y) student access to and enrollment in mastery test preparation programs, (Z) the availability of textbooks, learning materials and other supplies, (AA) student demographics, including race, gender and ethnicity, and (BB) chronic absenteeism,

and (CC) preexisting school improvement plans, for the purpose of (i) determining why such school improvement plans have not improved student academic performance, and (ii) identifying governance, legal, operational, staffing or resource constraints that contributed to the lack of student academic performance at such school and should be addressed, modified or removed for such school to improve student academic performance.

(d) Following the operations and instructional audit for the school selected to participate in the commissioner's network of schools, the turnaround committee shall develop a turnaround plan for such school. The school governance council for each turnaround school may recommend to the turnaround committee for the school district one of the turnaround models described in subparagraphs (A) to (E), inclusive, of subdivision (3) of this subsection. The turnaround committee may accept such recommendation or may choose a different turnaround model for inclusion in the turnaround plan submitted under this subsection. The turnaround plan for such school shall (1) include a description of how such turnaround plan will improve student academic achievement in the school, (2) address deficiencies identified in the operations and instructional audit, and (3) utilize one of the following turnaround models: (A) A CommPACT school, as described in section 10-74g of the general statutes, (B) a social development model, (C) the management, administration or governance of the school to be the responsibility of a regional educational service center, a public or private institution of higher education located in the state, or, subject to the provisions of subsection (e) of this section, an approved educational management organization, (D) a school described in section 10-74f of the general statutes, (E) a model developed by the turnaround committee that utilizes strategies, methods and best practices that have been proven to be effective in improving student academic performance, including, but not limited to, strategies, methods and best practices used at public schools, interdistrict magnet schools and charter schools or collected by the commissioner pursuant to subsection (f) of this section, or (F) a model developed in consultation with the commissioner or by the commissioner subject to the provisions of subsection (e) of this section. The turnaround plan shall not assign the management, administration or governance of such school to a (i) for-profit corporation, or (ii) a private not-for-profit organization that is exempt from taxation under Section 501(c)(3) of the Internal Revenue Code of 1986, or any subsequent corresponding internal revenue code of the United States, as from time to time amended, other than a public or private institution of higher education located in the state or, subject to the provisions of subsection (e) of this section, an approved not-for-profit educational management organization, as defined in subsection (e) of this section. Such turnaround plan may include proposals changing the hours and schedules of teachers and administrators at such school, the length and schedule of the school day, the length and calendar of the school year, the amount of time teachers shall be present in the school beyond the regular school day and the hiring or reassignment of teachers or administrators at such school. If a turnaround committee does not develop a turnaround plan, or if the commissioner determines that a turnaround plan developed by a turnaround committee is deficient, the commissioner may develop a turnaround plan for such school in accordance with the provisions of this subsection and, if the commissioner deems necessary, the commissioner may appoint a special master for such school to implement the provisions of the turnaround plan developed by the commissioner. The turnaround plan shall direct all resources and funding to programs and services delivered at such school for the educational benefit of the students enrolled at such school and be transparent and accountable to the local community. The State Board of Education shall approve the turnaround plan developed by a turnaround committee before a school may implement such turnaround plan.

(e) (1) For the school year commencing July 1, 2012, the Commissioner of Education shall

develop one turnaround plan for a school selected to participate in the commissioner's network of schools. Such turnaround plan shall be implemented for the school year commencing July 1, 2012. Such plan may assign the management, administration or governance of such school to an approved not-for-profit educational management organization, and shall negotiate matters relating to such turnaround plan in accordance with the provisions of subsection (c) of section 20 of this act.

(2) For the school year commencing July 1, 2012, the Commissioner of Education may approve a turnaround plan for a school selected to participate in the commissioner's network of schools that assigns the management, administration or governance of such school to an approved not-for-profit educational management organization, and shall negotiate matters relating to such turnaround plan in accordance with the provisions of subsection (c) of section 20 of public act 12-116. Such turnaround plan shall be implemented for the school year commencing July 1, 2012.

(3) The commissioner shall permit not more than four total turnaround plans for schools selected to participate in the commissioner's network of schools implementing turnaround plans beginning in the school year commencing July 1, 2013, or July 1, 2014, to assign the management, administration or governance of such school to an approved not-for-profit educational management organization, provided the commissioner shall not permit such assignment in a turnaround plan to more than three schools in a single school year. If the commissioner does not approve a turnaround plan under subdivision (2) of this subsection, the commissioner may approve one additional turnaround plan for a school selected to participate in the commissioner's network of schools that assigns the management, administration or governance of such school to an approved not-for-profit educational management organization to be implemented in the school year commencing July 1, 2013, or July 1, 2014.

(4) For purposes of this section, and section 22 of this act, "approved not-for-profit educational management organization" means a not-for-profit organization that is exempt from taxation under Section 501(c)(3) of the Internal Revenue Code of 1986, or any subsequent corresponding internal revenue code of the United States, as from time to time amended, that (A) operates a state charter school located in the state that has a record of student academic success for students enrolled in such state charter school, or (B) has experience and a record of success in improving student achievement for low income or low performing students through measures, including, but not limited to, reconstituting schools while, if applicable, respecting existing contracts of employees of such schools.

(f) The Commissioner of Education may partner with any public or private institution of higher education in the state, for a period not to exceed twelve months, to assist the Department of Education in collecting, compiling and replicating strategies, methods and best practices that have been proven to be effective in improving student academic performance in public schools, interdistrict magnet schools and charter schools. The commissioner shall make such strategies, methods and best practices available to local and regional boards of education and turnaround committees for use in developing a turnaround model, pursuant to subsection (d) of this section, and in implementing the turnaround plan for a school that is participating in the commissioner's network of schools.

(g) Nothing in this section shall alter the collective bargaining agreements applicable to the

administrators and teachers employed by the local or regional board of education, subject to the provisions of sections 10-153a to 10-153n, inclusive, of the general statutes, and such collective bargaining agreements shall be considered to be in operation at schools participating in the commissioner's network of schools, except to the extent the provisions are modified by any memorandum of understanding between the local or regional board of education and the representatives of the exclusive bargaining units for certified employees, chosen pursuant to section 10-153b of the general statutes, or are modified by a turnaround plan, including, but not limited to, any election to work agreement pursuant to such turnaround plan for such schools and negotiated in accordance with the provisions of section 20 of this act.

(h) Each school participating in the commissioner's network of schools shall participate for three school years, and may continue such participation for an additional year, not to exceed two additional years, upon approval from the State Board of Education. Before the end of the third year that a school is participating in the commissioner's network of schools, the commissioner shall conduct an evaluation to determine whether such school is prepared to exit the commissioner's network of schools. In determining whether such school may exit the commissioner's network of schools, the commissioner shall consider whether the local or regional board of education has the capacity to ensure that such school will maintain or improve its student academic performance. If the commissioner determines that such school is ready to exit the commissioner's network of schools, the local or regional board of education for such school shall develop, in consultation with the commissioner, a plan, subject to the approval by the State Board of Education, for the transition of such school back to full control by the local or regional board of education. If such school is not ready to exit the commissioner's network of schools and participates in the commissioner's network of schools for an additional year, the commissioner shall conduct an evaluation in accordance with the provisions of this subsection. Before the end of the fifth year that a school is participating in the commissioner's network of schools, the commissioner shall develop, in consultation with the local or regional board of education for such school, a plan, subject to the approval by the State Board of Education, for the transition of such school back to full control by the local or regional board of education.

(i) Not later than thirty days after the approval of the turnaround plan for a school selected to participate in the commissioner's network of schools by the State Board of Education, the Commissioner of Education shall submit the operations and instructional audit and the turnaround plan for such school 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.

(j) (1) The Commissioner of Education shall annually submit a report on the academic performance of each school participating in the commissioner's network of schools 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, but not be limited to, (A) the school performance index score, as defined in section 10-223e of the general statutes, as amended by this act, for such school, (B) trends for the school performance index scores during the period that such school is participating in the commissioner's network of schools, (C) adjustments for subgroups of students at such school, including, but not limited to, students whose primary language is not English, students receiving special education services and students who are eligible for free or reduced price lunches, and (D) performance evaluation results in the aggregate for teachers and administrators at such school.

(2) The Commissioner of Education shall annually submit a report comparing and analyzing the academic performance of all the schools participating in the commissioner's network of schools 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, but not be limited to, (A) the school performance index scores, as defined in section 10-223e of the general statutes, as amended by this act, for the school, (B) trends for the school performance indices during the period that such schools are participating in the commissioner's network of schools, (C) adjustments for subgroups of students at such schools, including, but not limited to, students whose primary language is not English, students receiving special education services and students who are eligible for free or reduced price lunches, and (D) performance evaluation results in the aggregate for teachers and administrators at such schools.

(3) Following the expiration of the turnaround plan for each school participating in the commissioner's network of schools, the commissioner shall submit a final report that (A) evaluates such turnaround plan and the academic performance of such school during the period that such turnaround plan was in effect, and (B) makes recommendations for the operation of such school 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.

(4) Not later than January 1, 2020, the commissioner shall submit a report (A) evaluating the commissioner's network of schools and its effect on improving student academic achievement in participating schools, and (B) making any recommendations for the continued operation of the commissioner's network of schools 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.

Sec. 20. (*Effective from passage*) (a) Upon approval of the turnaround plan, developed pursuant to subsection (d) of section 19 of this act, by the State Board of Education or, if the Commissioner of Education develops a turnaround plan for a school because the turnaround committee (1) is unable to reach consensus on a turnaround plan, (2) does not develop a turnaround plan, or (3) develops a turnaround plan that the commissioner determines is deficient, the local or regional board of education for a school participating in the commissioner's network of schools, pursuant to section 19 of this act, shall negotiate with the representatives of the exclusive bargaining unit for certified employees, chosen pursuant to section 10-153b of the general statutes, in accordance with the provisions of this section.

(b) (1) If the turnaround committee, as described in section 19 of this act, is able to reach consensus on the turnaround plan, developed pursuant to subsection (c) of section 19 of this act, and such turnaround plan is approved by the State Board of Education, the local or regional board of education for a school in which such turnaround plan is to be implemented and the exclusive bargaining unit for certified employees, chosen pursuant to section 10-153b of the general statutes, shall negotiate with respect to salaries, hours and other conditions of employment of such turnaround plan. Such negotiations shall be completed not later than thirty days from the date when consensus is reached by the turnaround committee.

(2) Any agreement reached by the parties following negotiations, conducted pursuant to

subdivision (1) of this subsection, shall be submitted for approval by the members of the exclusive bargaining representative employed by such board of education at such school. Such agreement shall be ratified upon a majority vote of such members. Upon such ratification, such turnaround plan shall be implemented at such school.

(3) If (A) the parties reach an impasse on one or more issues following negotiations conducted pursuant to subdivision (1) of this subsection, or (B) the members of the exclusive bargaining representative employed by the local or regional board of education for a school in which such turnaround plan is to be implemented fail to ratify the agreement reached by the parties following such negotiations, the parties shall proceed to the expedited arbitration process described in subsection (d) of this section. The decision resulting from such expedited arbitration shall be final and binding and included in the turnaround plan. Such turnaround plan shall then be implemented at such school.

(c) (1) If the turnaround committee (A) is unable to reach consensus on a turnaround plan, (B) does not develop a turnaround plan, or (C) develops a turnaround plan that the Commissioner of Education determines is deficient, the commissioner, in consultation with teachers employed at the school in which a turnaround plan is to be implemented and parents or guardians of students enrolled in such school, may develop a turnaround plan for such school.

(2) (A) If the local or regional board of education for a school in which such turnaround plan is to be implemented and the exclusive bargaining unit for certified employees, chosen pursuant to section 10-153b of the general statutes, agree on (i) all components of such turnaround plan, or (ii) certain components of such turnaround plan, such board of education and such exclusive bargaining unit shall negotiate only the financial impact of such agreed upon components of such turnaround plan. Such negotiations shall be completed not later than thirty days from the date when such turnaround plan is presented to such board of education and such exclusive bargaining unit.

(B) Any agreement reached by the parties following negotiations, conducted pursuant to subparagraph (A) of subdivision (2) of this subsection, shall be submitted for approval by the members of the exclusive bargaining representative employed by such board of education at such school. Such agreement shall be ratified upon a majority vote of such members. Upon such ratification, such agreed upon components of such turnaround plan shall be implemented at such school.

(C) If (i) the parties reach an impasse on one or more issues following negotiations, conducted pursuant to subparagraph (A) of subdivision (2) of this subsection, or (ii) the members of the exclusive bargaining representative employed by the local or regional board of education for a school in which such turnaround plan is to be implemented fail to ratify the agreement reached by the parties following such negotiations, pursuant to subparagraph (B) of this subdivision, the parties shall proceed to the expedited arbitration process described in subsection (d) of this section. The decision resulting from such expedited arbitration shall be final and binding and included in the turnaround plan. Such components of such turnaround plan shall then be implemented at such school.

(3) (A) If the local or regional board of education for a school in which such turnaround plan is to be implemented and the exclusive bargaining unit for certified employees, chosen pursuant to section 10-153b of the general statutes, do not agree (i) on all components of the turnaround plan

developed by the commissioner, or (ii) on certain components of such turnaround plan, the parties shall jointly select a turnaround plan referee from the list created pursuant to section 21 of this act. Such turnaround plan referee shall review the components of such turnaround plan that the parties do not agree on to determine whether the parties shall negotiate on such components, pursuant to subparagraph (B) or (C) of this subdivision. Such turnaround plan referee shall examine each such component and determine whether such component is comparable to a public school with a record of academic success. If such turnaround plan referee determines that such component is comparable to a public school with a record of academic success, the parties shall negotiate such component pursuant to subparagraph (B) of this subdivision. If such turnaround plan referee determines that such component is significantly different from what is comparable to a public school with a record of academic success, the parties shall negotiate such component pursuant to subparagraph (C) of this subdivision. Each party shall share equally the cost of the reasonable expenses for such turnaround plan referee in implementing the provisions of this subdivision.

(B) If such turnaround plan referee determines that such component is comparable to a public school with a record of academic success, such board of education and such exclusive bargaining unit shall negotiate only the financial impact of such component of such turnaround plan. Such negotiations shall be completed not later than thirty days from the date when such turnaround plan referee determines that such component is comparable to a public school with a record of academic success.

(C) If such turnaround plan referee determines that such component is significantly different from what is comparable to a public school with a record of academic success, such board of education and such exclusive bargaining unit shall negotiate with respect to salaries, hours and other conditions of employment of such component of such turnaround plan. Such negotiations shall be completed not later than thirty days from the date when such turnaround plan referee determines that such component is significantly different from what is comparable to a public school with a record of academic success.

(D) Any agreement reached by the parties following negotiations conducted pursuant to subparagraphs (B) and (C) of this subdivision shall be submitted for approval by the members of the exclusive bargaining representative employed by such board of education at such school. Such agreement shall be ratified upon a majority vote of such members. Upon such ratification, such components of such turnaround plan shall be implemented at such school.

(E) If (i) the parties reach an impasse on one or more issues following negotiations, conducted pursuant to subparagraphs (B) and (C) of this subdivision, or (ii) the members of the exclusive bargaining representative employed by the local or regional board of education for a school in which such turnaround plan is to be implemented fail to ratify the agreement reached by the parties following such negotiations, pursuant to subparagraph (D) of this subdivision, the parties shall proceed to the expedited arbitration process described in subsection (d) of this section. The decision resulting from such expedited arbitration shall be final and binding and included in the turnaround plan. Such components of such turnaround plan shall then be implemented at such school.

(d) Not later than five days after the date the parties reach impasse on one or more issues or the members of the exclusive bargaining representative employed by the local or regional board of education for a school in which such turnaround plan is to be implemented fail to ratify an

agreement following negotiations, the parties shall select a single impartial arbitrator in accordance with the provisions of subsection (c) of section 10-153f of the general statutes. Not later than ten days after the selection of the single impartial arbitrator, such arbitrator shall conduct a hearing in the town that such school is located. At such hearing, the parties shall submit to such arbitrator their respective positions on each individual issue in dispute between them in the form of a last best offer. The Commissioner of Education, or the commissioner's designee, shall have an opportunity to make a presentation at such hearing. Not later than twenty days following the close of such hearing, such arbitrator shall render a decision, in writing, signed by such arbitrator, which states in detail the nature of the decision and the disposition of the issues by such arbitrator. Such arbitrators shall give the highest priority to the educational interests of the state, pursuant to section 10-4a of the general statutes, as such interests relate to the children enrolled in such school in arriving at a decision and shall consider other factors, pursuant to subdivision (4) of subsection (c) of section 10-153f of the general statutes, in light of such educational interests. Such decision shall be final and binding and included in the turnaround plan. Such turnaround plan shall then be implemented at such school.

Sec. 21. *(Effective from passage)* On or before July 1, 2012, the Department of Education shall create a list of turnaround plan referees to be used by local or regional boards of education for schools selected to participate in the commissioner's network of schools and the exclusive bargaining unit for certified employees chosen pursuant to section 10-153b of the general statutes in implementing the provisions of section 20 of this act. The list shall contain the name of five persons mutually agreed upon by the Commissioner of Education and representatives of the exclusive bargaining units for certified employees, chosen pursuant to section 10-153b of the general statutes and such persons shall have expertise in education policy and school operations and administration.

Sec. 22. *(Effective from passage)* (a) The local or regional board of education for a school participating in the commissioner's network of schools, as described in section 19 of this act, that is implementing a turnaround plan that assigns the management, administration or governance of such school to a not-for-profit educational management organization, as defined in section 19 of this act, shall include in each contract with such approved not-for-profit educational management organization a requirement that such not-for-profit educational management organization annually submit to the Commissioner of Education, and make publicly available, a report on the operations of such school, including (1) the educational progress of students in such school, (2) the financial relationship between such approved not-for-profit educational management organization and the school, including a certified audit statement of all revenues from public and private sources and expenditures, (3) the time devoted by employees and consultants of such approved not-for-profit educational management organization to the school, (4) best practices used by such approved not-for-profit educational management organization at the school that contribute significantly to the academic success of students, (5) attrition rates for students and teachers, and (6) annual revenues and expenditures of such approved not-for-profit educational management organization for the school.

(b) The contract between a local or regional board of education for a school participating in the commissioner's network of schools and a not-for-profit educational management organization shall (1) state the specific services provided by such not-for-profit educational management organization and the fees charged by such not-for-profit educational management organization for such services, and (2) include provisions outlining the circumstances in which such board of education is permitted to terminate such contract with such not-for-profit educational

management organization.

(c) Any not-for-profit educational management organization that is assigned the management, administration or governance of a school participating in the commissioner's network of schools shall continue the enrollment policies and practices of such school that were in effect prior to such participation in the commissioner's network of schools.

(d) The not-for-profit educational management organization that is assigned the management, administration or governance of a school participating in the commissioner's network of schools shall not be the employer of any person employed at such school.