

Black and Puerto Rican Caucus Position on SB24

Turnaround Schools & Commissioner's Network

- The definition of "turnaround" schools should not be exclusionary. There are schools in Connecticut that are low-performing and should be part of the network. For example, the Milner School in Harford, the lowest performing school in Connecticut, would not qualify to be a member of the Network under the proposed definition.
- Turnaround Committee function should be reconciled with the School Governance Council legislation that the Black and Puerto Rican Caucus passed in the previous session.
- The option for turnaround models should be broader. With support from the State Department of Education and the districts, direction should be provided that all models should be proven, evidence-based models. Charter schools are clearly one of those proven models.

Identifying Low-Performing Schools

- Restore commissioner's authority, when reconstituting a low-achieving school, to make it a state or local charter school. Low-performing schools shall not be placed under the control of a private for profit entity.
- Allow commissioner to place a reconstituted school under (1) a local or regional board of education, (2) RESC, (3) a Connecticut non-profit higher education institution, or (4) a charter management organization.

Charter School Approvals

- Require SBE to approve two Dual Language charter schools.
- Strike language regarding lottery waivers based on student characteristics.

Collective Bargaining in the Commissioner's Network

- Impact Bargaining
- Election to Work

Evaluation

- Implement PEAC pilot in 10 districts.
- Replace UCONN's Neag School of Education and replace with SDE or its designee as the lead.