



New Copy
House of Representatives

General Assembly

File No. 649

January Session, 2021

Substitute House Bill No. 6619

House of Representatives, May 10, 2021

The Committee on Appropriations reported through REP. WALKER of the 93rd Dist., Chairperson of the Committee on the part of the House, that the substitute bill ought to pass.

AN ACT CONCERNING THE DEVELOPMENT OF A KINDERGARTEN TO EIGHTH GRADE MODEL CURRICULUM.

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

1 Section 1. (NEW) (*Effective July 1, 2021*) (a) Not later than January 1,
2 2023, the Department of Education, in collaboration with the State
3 Education Resource Center, shall develop a model curriculum for
4 grades kindergarten to grade eight, inclusive, that may be used by local
5 and regional boards of education.

6 (b) The content of the model curriculum shall (1) be rigorous, aligned
7 with curriculum guidelines approved by the State Board of Education,
8 and in accordance with the state-wide subject matter content standards,
9 adopted by the state board pursuant to section 10-4 of the general
10 statutes, (2) be in accordance with the program of instruction and subject
11 matter requirements prescribed in section 10-16b of the general statutes,
12 and (3) include and integrate throughout such model curriculum at least
13 the following: (A) The subject matter prescribed in section 10-16b of the

14 general statutes, (B) Native American studies, (C) Asian Pacific
 15 American studies, (D) lesbian, gay, bisexual, transgender, queer and
 16 other sexual orientations and gender identities studies, (E) climate
 17 change, (F) personal financial management and financial literacy, (G)
 18 the military service and experience of American veterans, and (H) civics
 19 and citizenship, including digital citizenship and media literacy.

20 (c) In developing the model curriculum, the Department of Education
 21 and State Education Resource Center (1) shall consult with persons and
 22 organizations with subject matter expertise in developing the model
 23 curriculum, and (2) may utilize existing and appropriate public or
 24 private materials, personnel and other resources, and accept gifts, grants
 25 and donations, including in-kind donations, designated for the
 26 development of the model curriculum under this section.

27 (d) The Department of Education shall make the model curriculum
 28 available to local and regional boards of education and on the
 29 department's Internet web site.

30 Sec. 2. (*Effective July 1, 2021*) Not later than January 15, 2023, the
 31 department, in consultation with the State Education Resource Center,
 32 shall submit a description of the model curriculum, which includes the
 33 scope and sequence and course objective, and a report on the
 34 development and review of such course to the joint standing committee
 35 of the General Assembly having cognizance of matters relating to
 36 education, in accordance with the provisions of section 11-4a of the
 37 general statutes.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2021</i>	New section
Sec. 2	<i>July 1, 2021</i>	New section

Statement of Legislative Commissioners:

In Section 1(b)(3), the word "said" was deleted before "section 10-16b" and in 1(b)(3)(D) the comma was deleted after "queer" for proper form.

ED *Joint Favorable Subst. C/R*

APP

APP *Joint Favorable*

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 22 \$	FY 23 \$
Education, Dept.	GF - Cost	360,000	None

Note: GF=General Fund

Municipal Impact: None

Explanation

The bill requires the State Department of Education (SDE), by January 1, 2023, in collaboration with the State Education Resource Center, to develop a model curriculum for grades kindergarten through eight. This is anticipated to cost the state approximately \$360,0000 within SDE. Due to the timing of the requirements contained within the bill, SDE will require additional staff. Based on the development of previous model curriculum, it is estimated that SDE would require four durational education consultants, with an annual salary of \$90,000 each, to complete the required tasks.

The Out Years

There are no costs in the out years.

OLR Bill Analysis**sHB 6619*****AN ACT CONCERNING THE DEVELOPMENT OF A KINDERGARTEN TO EIGHTH GRADE MODEL CURRICULUM.*****SUMMARY**

This bill requires the State Department of Education (SDE), in collaboration with the State Education Resource Center (SERC, see BACKGROUND), to develop a model curriculum by January 1, 2023, that local and regional boards of education may use for grades kindergarten through eight. The bill establishes several requirements for the model curriculum, including what subject matter must be incorporated, and requires SDE to make the model available to those boards of education and on the department's website.

When developing the model curriculum, SDE and SERC must consult with people and organizations with subject matter expertise in creating these models. Additionally, they may (1) use existing and appropriate public or private materials, personnel, and other resources and (2) accept gifts, grants, and donations, including in-kind donations, designated for developing the model.

Lastly, by January 15, 2023, SDE, in consultation with SERC, must submit to the Education Committee a (1) description of the model curriculum that, presumably, includes the scope, sequence, and course objective for each course in the curriculum and (2) report on, presumably, each course's development and review.

EFFECTIVE DATE: July 1, 2021

Model curriculum requirements

The bill requires the model curriculum's content to be (1) rigorous, (2) aligned with State Board of Education (SBE)-approved curriculum

guidelines, and (3) in accordance with the statewide subject matter content standards adopted by SBE.

The bill also requires the model curriculum to be in accordance with and include and integrate the subject matter requirements in the program of instruction established in state law that must be taught in public schools. The required subject matter is as follows:

1. the arts (including dance, music, art, and theater);
2. career education;
3. consumer education;
4. health and safety (including human growth and development; nutrition; first aid, including CPR training; disease prevention and cancer awareness, including age- and developmentally-appropriate instruction in performing self-examinations for screening breast and testicular cancer; community and consumer health; physical, mental, and emotional health, including youth suicide prevention; substance abuse prevention, including opioid use and related disorders; safety, including the safe use of social media; and accident prevention);
5. language arts (including reading, writing, grammar, speaking, and spelling);
6. mathematics;
7. physical education;
8. science;
9. social studies (including citizenship, economics, geography, government, history, and Holocaust and genocide education and awareness);
10. African-American and Black studies;

11. Puerto Rican and Latino studies; and
12. computer programming instruction (CGS § 10-16b, as amended by PA 19-12, § 1).

(Presumably, the bill excludes from the model curriculum the program of instruction's subject matter that is only required for grades nine through 12, (i.e., world language, including American Sign Language; vocational education; and the Black and Latino studies course).)

Lastly, the bill requires the model curriculum to also include and integrate at least the following:

1. Native American studies;
2. Asian Pacific American studies;
3. lesbian, gay, bisexual, transgender, queer, and other sexual orientations and gender identities studies;
4. climate change;
5. personal financial management and financial literacy;
6. the military service and experience of American veterans; and
7. civics and leadership, including digital citizenship and media literacy.

BACKGROUND

SERC

SERC is a quasi-public agency that is empowered to, among other things, provide (1) professional development services; (2) technical assistance and evaluation activities; and (3) policy analysis and other assistance to local and regional boards of education, SDE, and other educational entities and providers (CGS §§ 10-357a and -357g).

COMMITTEE ACTION

Education Committee

Joint Favorable Substitute Change of Reference - APP
Yea 35 Nay 3 (03/29/2021)

Appropriations Committee

Joint Favorable
Yea 37 Nay 13 (04/21/2021)