



General Assembly

Amendment

January Session, 2021

LCO No. 8974



Offered by:

REP. SANCHEZ, 25th Dist.

REP. CURREY, 11th Dist.

REP. MCCARTY, 38th Dist.

SEN. MCCRORY, 2nd Dist.

SEN. BERTHEL, 32nd Dist.

To: Subst. House Bill No. 6621

File No. 393

Cal. No. 306

**"AN ACT CONCERNING ASSORTED REVISIONS AND ADDITIONS
TO THE EDUCATION STATUTES."**

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- 1 Strike section 3 in its entirety and insert the following in lieu thereof:
- 2 "Sec. 3. (*Effective from passage*) (a) There is established a task force to
- 3 study issues relating to the provision and funding of special education
- 4 in the state during the school years commencing July 1, 2016, to July 1,
- 5 2020, inclusive. Such study shall include, but need not be limited to, an
- 6 examination of (1) the provision of special education and related
- 7 services, including whether local and regional boards of education are
- 8 providing such services directly or partnering with regional educational
- 9 service centers, contracting with a private provider of special education
- 10 services, as defined in section 10-91g of the general statutes, or as part
- 11 of a cooperative arrangement pursuant to section 10-158a of the general
- 12 statutes, (2) the cost of providing special education and related services,

13 the total aggregate amount per school district per year and the annual
14 percentage increase or decrease per school district of such cost, (3) the
15 effect that the cost of special education has on a board of education's
16 minimum budget requirement, (4) the level of state reimbursement to
17 boards of education for special education, including the total amount
18 for reimbursement submitted by each school district per year and the
19 total amount received by such school district per year, and the
20 percentage increase or decrease per year of the difference of the total
21 amount submitted and the total amount received for each school
22 district, and (5) the criteria and manner by which school districts are
23 identifying students who require special education and related services,
24 including whether school districts are overidentifying or
25 underidentifying such students and the causes and reasons for such
26 overidentification and underidentification.

27 (b) The task force shall consist of the following members:

28 (1) Three appointed by the speaker of the House of Representatives,
29 one of whom is a representative of the Special Education Equity for Kids
30 of Connecticut, one of whom is a representative of the Connecticut
31 Association of Boards of Education and one of whom is the parent or
32 guardian of a student who is enrolled in a public school and receiving
33 special education services;

34 (2) Three appointed by the president pro tempore of the Senate, one
35 of whom is a representative of the Connecticut Association of Public
36 School Superintendents, one of whom is a representative of the
37 Connecticut Education Association and one of whom is the parent or
38 guardian of a student who is enrolled in a public school and receiving
39 special education services;

40 (3) Two appointed by the majority leader of the House of
41 Representatives, one of whom is a representative of the American
42 Federation of Teachers-Connecticut and one of whom is a representative
43 of the Connecticut Parent Advocacy Center;

44 (4) Two appointed by the majority leader of the Senate, one of whom

45 is a representative of the Connecticut Council of Administrators of
46 Special Education and one of whom is a representative of the RESC
47 Alliance;

48 (5) Two appointed by the minority leader of the House of
49 Representatives, one of whom is a representative of the Connecticut
50 Association of School Administrators and one of whom is a
51 representative of the School and State Finance Project;

52 (6) Two appointed by the minority leader of the Senate, one of whom
53 is a representative of the Connecticut Association of Schools and one of
54 whom is a representative of the Connecticut Association of School
55 Business Officials;

56 (7) The Commissioner of Education, or the commissioner's designee.

57 (c) All appointments to the task force shall be made not later than
58 thirty days after the effective date of this section. Any vacancy shall be
59 filled by the appointing authority.

60 (d) The speaker of the House of Representatives and the president
61 pro tempore of the Senate shall select the cochairpersons of the task force
62 from among the members of the task force. Such cochairpersons shall
63 schedule the first meeting of the task force, which shall be held not later
64 than sixty days after the effective date of this section.

65 (e) The administrative staff of the joint standing committee of the
66 General Assembly having cognizance of matters relating to education
67 shall serve as administrative staff of the task force.

68 (f) Not later than January 1, 2022, the task force shall submit a report
69 on its findings and recommendations to the joint standing committee of
70 the General Assembly having cognizance of matters relating to
71 education, in accordance with the provisions of section 11-4a of the
72 general statutes. The task force shall terminate on the date that it
73 submits such report or January 1, 2022, whichever is later."

74 After the last section, add the following and renumber sections and

75 internal references accordingly:

76 "Sec. 501. (NEW) (*Effective July 1, 2021*) (a) For the school year
77 commencing July 1, 2021, and each school year thereafter, the
78 Department of Education shall, upon request, provide to and assist local
79 and regional boards of education in administering a social-emotional
80 learning assessment to students pursuant to subsections (b) and (c) of
81 this section.

82 (b) For the school year commencing July 1, 2021, each local and
83 regional board of education shall administer a social-emotional learning
84 assessment to students. A board may use (1) the social-emotional
85 learning assessment provided by the Department of Education pursuant
86 to subsection (a) of this section, or (2) another social-emotional learning
87 assessment or mental health and resiliency screening.

88 (c) For the school year commencing July 1, 2022, and each school year
89 thereafter, each local and regional board of education may administer a
90 social-emotional learning assessment to students. A board may use (1)
91 the social-emotional learning assessment provided by the Department
92 of Education pursuant to subsection (a) of this section, or (2) another
93 social-emotional learning assessment or mental health and resiliency
94 screening.

95 (d) The parent or guardian of a student shall receive prior written
96 notice of any social-emotional learning assessment or mental health and
97 resiliency screening that is to be administered pursuant to subsections
98 (b) and (c) of this section. No student shall complete such assessment or
99 screening unless such parent or guardian provides permission that such
100 student may complete such assessment or screening.

101 Sec. 502. (NEW) (*Effective July 1, 2021*) (a) The Social Emotional
102 Learning and School Climate Advisory Collaborative, established
103 pursuant to section 10-222q of the general statutes, in consultation with
104 the Department of Education, the Department of Mental Health and
105 Addiction Services, the Department of Children and Families, the Office
106 of Early Childhood and the Department of Public Health, shall design a

107 state-wide social-emotional support strategy to provide support and
108 assistance to local and regional boards of education for mental health,
109 social-emotional support, behavioral support, trauma support and
110 special education programs and services. The strategy shall include, but
111 need not be limited to, recommendations regarding (1) training and
112 recruiting mental health and social-emotional support staff and
113 deploying them to school districts, (2) resources for school districts for
114 the hiring of mental health and social-emotional support staff, (3)
115 assisting boards in the development and implementation of
116 comprehensive school counseling programs, in accordance with the
117 guidelines adopted pursuant to section 10-203c of the general statutes,
118 (4) building on existing school and community collaborations that
119 support student mental health and well-being, such as community
120 school models, family resource centers, health clinics, child care that is
121 available from 6:00 a.m. to 6:00 p.m., and year-round use of school
122 facilities, (5) developing or enhancing state, regional and local support
123 networks for mental health and trauma support services through
124 interagency agreements, local action plans and model programs, (6)
125 improving the knowledge and skill of educators and other school
126 personnel in order to develop social-emotional learning and restorative
127 practices competencies and capacities, (7) creating opportunities for
128 educators to collaborate, share support and problem solve through team
129 planning time and professional learning communities, (8) providing
130 resources for state-wide and local efforts to engage parents and families
131 to support the development of student social and emotional growth at
132 home and in the community, and (9) providing opportunities for
133 families to discuss topics relating to social-emotional learning,
134 restorative practices, resiliency and ways to ensure racial equity in
135 schools.

136 (b) The collaborative may consult with the national Collaborative for
137 Academic, Social, and Emotional Learning to implement the provisions
138 of this section.

139 Sec. 503. (*Effective July 1, 2021*) Not later than October 1, 2022, the
140 Department of Education shall develop student social-emotional

141 learning standards for grades four to twelve, inclusive. Such standards
142 shall be designed for a multitiered system of support that is culturally
143 relevant and responsive, emphasizes school connectedness and includes
144 restorative practices. Such standards shall be made available on the
145 department's Internet web site. As used in this section, "social-emotional
146 learning" means the process through which children and adults achieve
147 emotional intelligence through the competencies of self-awareness, self-
148 management, social awareness, relationship skills and responsible
149 decision-making.

150 Sec. 504. (NEW) (*Effective from passage*) Not later than January 1, 2022,
151 the Social Emotional Learning and School Climate Advisory
152 Collaborative, established pursuant to section 10-222q of the general
153 statutes, shall convene a working group to (1) review sections 10-222d
154 to 10-222p, inclusive, of the general statutes relating to bullying and safe
155 school climate plans, (2) make recommendations concerning (A)
156 amendments to said sections 10-222d to 10-222p, inclusive, (B) the
157 inclusion of restorative practices in safe school climate plans, and (C)
158 state-wide adoption of the National School Climate Standards, and (3)
159 provide technical assistance and support to local and regional boards of
160 education in adopting and implementing the Connecticut Model School
161 Climate Policy, policy number 5131.914. The Social Emotional Learning
162 and School Climate Advisory Collaborative may consult with or include
163 representatives from the national Collaborative for Academic, Social,
164 and Emotional Learning as members of the working group in
165 implementing the provisions of this section.

166 Sec. 505. Section 10-233m of the general statutes is repealed and the
167 following is substituted in lieu thereof (*Effective July 1, 2021*):

168 Each local or regional board of education that assigns a school
169 resource officer to any school under the jurisdiction of such board shall
170 enter into a memorandum of understanding with a local law
171 enforcement agency regarding the role and responsibility of such school
172 resource officer. Such memorandum of understanding shall include
173 provisions addressing daily interactions between students and school

174 personnel with school resource officers and shall include a graduated
175 response model for student discipline. Any such memorandum of
176 understanding entered into, extended, updated or amended on or after
177 July 1, 2021, shall include a provision that requires all school resource
178 officers to complete, while in the performance of their duties as school
179 resource officers and during periods when such school resource officers
180 are assigned to be at the school, any separate training specifically related
181 to social-emotional learning and restorative practices provided to
182 certified employees of the school pursuant to sections 10-148a and 10-
183 220a, as amended by this act. For the purposes of this section, "school
184 resource officer" means a sworn police officer of a local law enforcement
185 agency who has been assigned to a school pursuant to an agreement
186 between the local or regional board of education and the chief of police
187 of a local law enforcement agency.

188 Sec. 506. Subsection (a) of section 10-148a of the general statutes is
189 repealed and the following is substituted in lieu thereof (*Effective July 1,*
190 *2021*):

191 (a) For the school year commencing July 1, [2019] 2021, and each
192 school year thereafter, each certified employee shall participate in a
193 program of professional development. Each local and regional board of
194 education shall make available, annually, at no cost to its certified
195 employees, a program of professional development that is not fewer
196 than eighteen hours in length, of which a preponderance is in a small
197 group or individual instructional setting. Such program of professional
198 development shall (1) be a comprehensive, sustained and intensive
199 approach to improving teacher and administrator effectiveness in
200 increasing student knowledge achievement, (2) focus on refining and
201 improving various effective teaching methods that are shared between
202 and among educators, (3) foster collective responsibility for improved
203 student performance, (4) be comprised of professional learning that (A)
204 is aligned with rigorous state student academic achievement standards,
205 (B) is conducted among educators at the school and facilitated by
206 principals, coaches, mentors, distinguished educators, as described in
207 section 10-145s, or other appropriate teachers, (C) occurs frequently on

208 an individual basis or among groups of teachers in a job-embedded
209 process of continuous improvement, and (D) includes a repository of
210 best practices for teaching methods developed by educators within each
211 school that is continuously available to such educators for comment and
212 updating, and (5) include training in culturally responsive pedagogy
213 and practice. Each program of professional development shall include
214 professional development activities in accordance with the provisions
215 of subsection (b) of this section. The principles and practices of social-
216 emotional learning and restorative practices shall be integrated
217 throughout the components of such program of professional
218 development described in subdivisions (1) to (5), inclusive, of this
219 subsection.

220 Sec. 507. Subsections (a) and (b) of section 10-220a of the general
221 statutes are repealed and the following is substituted in lieu thereof
222 (*Effective July 1, 2021*):

223 (a) Each local or regional board of education shall provide an in-
224 service training program for its teachers, administrators and pupil
225 personnel who hold the initial educator, provisional educator or
226 professional educator certificate. Such program shall provide such
227 teachers, administrators and pupil personnel with information on (1)
228 the nature and the relationship of alcohol and drugs, as defined in
229 subdivision (17) of section 21a-240, to health and personality
230 development, and procedures for discouraging their abuse, (2) health
231 and mental health risk reduction education that includes, but need not
232 be limited to, the prevention of risk-taking behavior by children and the
233 relationship of such behavior to substance abuse, pregnancy, sexually
234 transmitted diseases, including HIV-infection and AIDS, as defined in
235 section 19a-581, violence, teen dating violence, domestic violence and
236 child abuse, (3) school violence prevention, conflict resolution, the
237 prevention of and response to youth suicide and the identification and
238 prevention of and response to bullying, as defined in subsection (a) of
239 section 10-222d, except that those boards of education that implement
240 any evidence-based model approach that is approved by the
241 Department of Education and is consistent with subsection (c) of section

242 10-145a, sections 10-222d, 10-222g and 10-222h, subsection (g) of section
243 10-233c and sections 1 and 3 of public act 08-160, shall not be required
244 to provide in-service training on the identification and prevention of
245 and response to bullying, (4) cardiopulmonary resuscitation and other
246 emergency life saving procedures, (5) the requirements and obligations
247 of a mandated reporter, (6) the detection and recognition of, and
248 evidence-based structured literacy interventions for, students with
249 dyslexia, as defined in section 10-3d, [and] (7) culturally responsive
250 pedagogy and practice, and (8) the principles and practices of social-
251 emotional learning and restorative practices. Each local or regional
252 board of education may allow any paraprofessional or noncertified
253 employee to participate, on a voluntary basis, in any in-service training
254 program provided pursuant to this section.

255 (b) Not later than a date prescribed by the commissioner, each local
256 and regional board of education shall establish a professional
257 development and evaluation committee. Such professional
258 development and evaluation committee shall consist of (1) at least one
259 teacher, as defined in subsection (a) of section 10-144d, selected by the
260 exclusive bargaining representative for certified employees chosen
261 pursuant to section 10-153b, (2) at least one administrator, as defined in
262 subsection (a) of section 10-144e, selected by the exclusive bargaining
263 representative for certified employees chosen pursuant to section 10-
264 153b, and (3) such other school personnel as the board deems
265 appropriate. The duties of such committees shall include, but not be
266 limited to, participation in the development or adoption of a teacher
267 evaluation and support program for the district, pursuant to section 10-
268 151b, and the development, evaluation and annual updating of a
269 comprehensive local professional development plan for certified
270 employees of the district. Such plan shall: (A) Be directly related to the
271 educational goals prepared by the local or regional board of education
272 pursuant to subsection (b) of section 10-220, as amended by this act, (B)
273 on and after July 1, [2011] 2021, be developed with full consideration of
274 the priorities and needs related to student social-emotional learning and
275 restorative practices, in accordance with the provisions of section 10-

276 148a, as amended by this act, and student academic outcomes as
277 determined by the State Board of Education, [and] (C) provide for the
278 ongoing and systematic assessment and improvement of both teacher
279 evaluation and professional development of the professional staff
280 members of each such board, including personnel management and
281 evaluation training or experience for administrators, [shall] and (D) be
282 related to regular and special student needs and may include provisions
283 concerning career incentives and parent involvement. The State Board
284 of Education shall develop guidelines to assist local and regional boards
285 of education in determining the objectives of the plans and in
286 coordinating staff development activities with student needs and school
287 programs.

288 Sec. 508. Subsection (b) of section 10-220 of the general statutes is
289 repealed and the following is substituted in lieu thereof (*Effective July 1,*
290 *2021*):

291 (b) The board of education of each local or regional school district
292 shall, with the participation of parents, students, school administrators,
293 teachers, citizens, local elected officials and any other individuals or
294 groups such board shall deem appropriate, prepare a statement of
295 educational goals for such local or regional school district. The
296 statement of goals shall be consistent with state-wide goals pursuant to
297 subsection (c) of section 10-4 and include goals for the integration of
298 principles and practices of social-emotional learning and restorative
299 practices in the program of professional development for the school
300 district, in accordance with the provisions of section 10-148a, as
301 amended by this act, and career placement for students who do not
302 pursue an advanced degree immediately after graduation. Each local or
303 regional board of education shall annually establish student objectives
304 for the school year which relate directly to the statement of educational
305 goals prepared pursuant to this subsection and which identify specific
306 expectations for students in terms of skills, knowledge and competence.

307 Sec. 509. Section 10-155k of the general statutes is repealed and the
308 following is substituted in lieu thereof (*Effective July 1, 2021*):

309 On and after July 1, 2013, the Commissioner of Education shall
310 establish a School Paraprofessional Advisory Council, which on and
311 after July 1, 2021, shall be known as the School Paraeducator Advisory
312 Council, consisting of (1) one school paraprofessional from each state-
313 wide bargaining representative organization that represents school
314 paraprofessionals with instructional responsibilities, (2) one
315 representative from each of the exclusive bargaining units for certified
316 employees, chosen pursuant to section 10-153b, (3) the most recent
317 recipient of the Connecticut Paraprofessional of the Year Award, (4) two
318 representatives from the regional educational service centers, appointed
319 by the Commissioner of Education, and (5) a school administrator,
320 appointed by the Connecticut Federation of School Administrators. The
321 council shall hold quarterly meetings and advise, at least quarterly, the
322 Commissioner of Education, or the commissioner's designee, of the
323 needs for (A) professional development and the training of
324 paraprofessionals and the effectiveness of the content and the delivery
325 of existing training for such paraprofessionals, (B) appropriate staffing
326 strategies for paraprofessionals, and (C) other relevant issues relating to
327 paraprofessionals. The council shall report, annually, in accordance
328 with the provisions of section 11-4a, on the recommendations given to
329 the commissioner, or the commissioner's designee, pursuant to the
330 provisions of this section, to the joint standing committee of the General
331 Assembly having cognizance of matters relating to education.

332 Sec. 510. (*Effective from passage*) (a) Not later than January 1, 2022, the
333 School Paraeducator Advisory Council, established pursuant to section
334 10-155k of the general statutes, as amended by this act, shall conduct a
335 study concerning the following: (1) Appropriate minimum employment
336 standards, including pay rates, health care coverage, retirement benefits
337 and professional development opportunities for paraeducators that
338 focus on maximizing the success of paraeducators in the classroom; (2)
339 safety issues relating to paraeducators who work with students who
340 have behavioral issues, including the availability of appropriate safety
341 equipment for paraeducators at each school; (3) issues relating to the
342 assignment of substitute teaching duties to paraeducators, including

343 emergency situations when a paraeducator is asked to serve as a
344 substitute teacher; and (4) issues relating to the duties of paraeducators
345 who work with students who have individualized education programs.

346 (b) Not later than January 1, 2022, the council shall develop proposals
347 for the creation of a pathway for continued career and professional
348 development, including, but not limited to, (1) paraeducator certificate
349 and apprenticeship programs that offer course credits that apply to
350 transferrable associate degree programs; (2) associate degree programs
351 that (A) build upon and do not duplicate the courses and competencies
352 of paraeducator certificate programs, (B) incorporate field experiences,
353 (C) are aligned with the standards and competencies for teachers, and
354 (D) are transferrable to a bachelor's degree in education and teacher
355 certification programs; and (3) bachelor's degree programs that lead to
356 teacher certification that build upon and do not duplicate the courses
357 and competencies of transferrable associate degrees.

358 (c) The council shall submit the study described in subsection (a) of
359 this section and the proposals described in subsection (b) of this section,
360 and any recommendations for legislation to the joint standing
361 committee of the General Assembly having cognizance of matters
362 relating to education, in accordance with the provisions of section 11-4a
363 of the general statutes.

364 Sec. 511. Subsection (c) of section 10-222k of the general statutes is
365 repealed and the following is substituted in lieu thereof (*Effective July 1,*
366 *2021*):

367 (c) (1) For the school year commencing July 1, 2012, and each school
368 year thereafter, the principal of each school shall establish a committee
369 or designate at least one existing committee in the school to be
370 responsible for developing and fostering a safe school climate and
371 addressing issues relating to bullying in the school. Such committee
372 shall include at least one parent or guardian of a student enrolled in the
373 school appointed by the school principal, and for the school year
374 commencing July 1, 2021, and each school year thereafter, such

375 committee shall also include (A) school personnel, including, but not
376 limited to, at least one teacher selected by the exclusive bargaining
377 representative for certified employees chosen pursuant to section 10-
378 153b, (B) medical and mental health personnel assigned to such school,
379 and (C) in the case of a committee for a high school, at least one student
380 enrolled at such high school who is selected by the students of such
381 school in a manner determined by the school principal.

382 (2) Any such committee shall: (A) Receive copies of completed
383 reports following investigations of bullying, (B) identify and address
384 patterns of bullying among students in the school, (C) implement the
385 provisions of the school security and safety plan, developed pursuant to
386 section 10-222m, regarding the collection, evaluation and reporting of
387 information relating to instances of disturbing or threatening behavior
388 that may not meet the definition of bullying, (D) review and amend
389 school policies relating to bullying, (E) review and make
390 recommendations to the district safe school climate coordinator
391 regarding the district's safe school climate plan based on issues and
392 experiences specific to the school, (F) educate students, school
393 employees and parents and guardians of students on issues relating to
394 bullying, (G) collaborate with the district safe school climate coordinator
395 in the collection of data regarding bullying, in accordance with the
396 provisions of subsection (b) of section 10-222d and subsection (a) of
397 section 10-222h, and (H) perform any other duties as determined by the
398 school principal that are related to the prevention, identification and
399 response to school bullying for the school.

400 (3) Any parent or guardian or student serving as a member of any
401 such committee shall not participate in the activities described in
402 subparagraphs (A) to (C), inclusive, of subdivision (2) of this subsection
403 or any other activity that may compromise the confidentiality of a
404 student.

405 Sec. 512. (*Effective from passage*) (a) The Department of Education shall
406 develop a plan for the creation and implementation of a state-wide
407 virtual school that offers grades kindergarten to twelve, inclusive, and

408 provides virtual learning instruction by means of one or more Internet-
409 based software platforms.

410 (b) The virtual school contemplated and created under such plan,
411 shall (1) be maintained by and under the direction and control of the
412 State Board of Education, (2) provide in each school year no less than
413 one hundred eighty days of actual school sessions and nine hundred
414 hours of actual school work for grades kindergarten to twelve, inclusive,
415 provided not more than seven hours of actual school work in any school
416 day shall count toward the total required for the school year, (3) offer
417 coursework and a curriculum that is rigorous, aligned with curriculum
418 guidelines approved by the State Board of Education, and in accordance
419 with the state-wide subject matter content standards, adopted by the
420 state board pursuant to section 10-4 of the general statutes, (4) grant a
421 diploma, in accordance with the provisions of section 10-5 of the general
422 statutes, to any student enrolled in such virtual school who has
423 satisfactorily completed the high school graduation requirements
424 described in section 10-221a of the general statutes, and (5) be created
425 with consideration given to best practices in virtual learning,
426 technological capabilities of students throughout the state and equity.

427 (c) Not later than February 1, 2022, the department shall submit the
428 plan and any recommendations for legislation related to the
429 implementation of such plan to the joint standing committee of the
430 General Assembly having cognizance of matters relating to education,
431 in accordance with the provisions of section 11-4a of the general statutes.

432 Sec. 513. (*Effective from passage*) Notwithstanding the provisions of
433 subsection (b) of section 10-157 of the general statutes, the
434 Commissioner of Education may grant an additional one-time extension
435 of the probationary period for the school year commencing July 1, 2021,
436 to any person who has been appointed as an acting superintendent and
437 has not been able to become properly certified or successfully complete
438 a school leadership program approved by the State Board of Education
439 during the school years commencing July 1, 2019, and July 1, 2020."

This act shall take effect as follows and shall amend the following sections:		
Sec. 3	<i>from passage</i>	New section
Sec. 501	<i>July 1, 2021</i>	New section
Sec. 502	<i>July 1, 2021</i>	New section
Sec. 503	<i>July 1, 2021</i>	New section
Sec. 504	<i>from passage</i>	New section
Sec. 505	<i>July 1, 2021</i>	10-233m
Sec. 506	<i>July 1, 2021</i>	10-148a(a)
Sec. 507	<i>July 1, 2021</i>	10-220a(a) and (b)
Sec. 508	<i>July 1, 2021</i>	10-220(b)
Sec. 509	<i>July 1, 2021</i>	10-155k
Sec. 510	<i>from passage</i>	New section
Sec. 511	<i>July 1, 2021</i>	10-222k(c)
Sec. 512	<i>from passage</i>	New section
Sec. 513	<i>from passage</i>	New section