



House Bill No. 6762

Public Act No. 23-150

AN ACT CONCERNING EARLY CHILDHOOD EDUCATION, AN AUDIT OF THE STATE-WIDE MASTERY EXAMINATION, THE ESTABLISHMENT OF THE CONNECTICUT CIVICS EDUCATION AND MEDIA LITERACY TASK FORCE, THE PROVISION OF SPECIAL EDUCATION, AND A BILL OF RIGHTS FOR MULTILINGUAL LEARNER STUDENTS.

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

Section 1. Subdivision (1) of subsection (b) of section 10-16q of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(b) (1) For the fiscal year ending June 30, 2020, the per child cost of the Office of Early Childhood school readiness program offered by a school readiness provider shall not exceed eight thousand nine hundred twenty-seven dollars. For the fiscal [year] years ending June 30, 2021, [and each fiscal year thereafter] to June 30, 2024, inclusive, the per child cost of the Office of Early Childhood school readiness program offered by a school readiness provider shall not exceed nine thousand twenty-seven dollars. For the fiscal year ending June 30, 2025, the per child cost of the Office of Early Childhood full-time school readiness program offered by a school readiness provider shall not exceed ten thousand five hundred dollars.

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Sec. 2. Subsection (a) of section 17b-749 of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(a) The Commissioner of Early Childhood shall establish and operate a child care subsidy program to increase the availability, affordability and quality of child care services for families with a parent or caretaker who (1) is (A) working or attending high school, or (B) subject to the provisions of subsection (d) of this section, is enrolled or participating in (i) a public or independent institution of higher education, (ii) a private career school authorized pursuant to sections 10a-22a to 10a-22o, inclusive, (iii) a job training or employment program administered by a regional workforce development board, (iv) an apprenticeship program administered by the Labor Department's office of apprenticeship training, (v) an alternate route to certification program approved by the State Board of Education, (vi) an adult education program pursuant to section 10-69 or other high school equivalency program, or (vii) a local Even Start program or other adult education program approved by the Commissioner of Early Childhood; or (2) receives cash assistance under the temporary family assistance program from the Department of Social Services and is participating in an education, training or other job preparation activity approved pursuant to subsection (b) of section 17b-688i or subsection (b) of section 17b-689d. Services available under the child care subsidy program shall include the provision of child care subsidies for children under the age of thirteen or children under the age of nineteen with special needs. The Commissioner of Early Childhood may institute a protective service class in which the commissioner may waive eligibility requirements for at-risk populations that meet the guidelines prescribed by the commissioner, and subject to review by the Secretary of the Office of Policy and Management. Such at-risk populations are children placed in a foster home by the Department of Children and Families and for whom the parent or legal guardian receives foster care payments, adopted children

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for one year from the date of adoption and homeless children and youths, as defined in 42 USC 11434a, as amended from time to time. The Office of Early Childhood shall open and maintain enrollment for the child care subsidy program and shall administer such program within the existing budgetary resources available. The office shall issue a notice on the office's Internet web site any time the office closes the program to new applications, changes eligibility requirements, changes program benefits or makes any other change to the program's status or terms, except the office shall not be required to issue such notice when the office expands program eligibility. Any change in the office's acceptance of new applications, eligibility requirements, program benefits or any other change to the program's status or terms for which the office is required to give notice pursuant to this subsection, shall not be effective until thirty days after the office issues such notice.

Sec. 3. (NEW) (*Effective July 1, 2023*) Any provider of child care services, as described in section 19a-77 of the general statutes, licensed by the Office of Early Childhood, that maintains a supply of epinephrine cartridge injectors pursuant to section 19a-909 of the general statutes, may administer such epinephrine for the purpose of emergency first aid to a child in the care of such provider who experiences an allergic reaction and does not have a prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of epinephrine, provided the person administering such epinephrine is a person with training, as defined in section 19a-909 of the general statutes. The parent or guardian of a child may submit, in writing, to such child's provider of child care services, that epinephrine shall not be administered to such child pursuant to this section.

Sec. 4. Section 10-502 of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

The Office of Early Childhood shall collaborate with and may, within available appropriations, provide funding to local [and regional] early

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childhood [councils] collaboratives for the implementation of early care and education and child development programs at the local level. Such local early childhood [councils] collaboratives shall: (1) Develop and implement a comprehensive plan for an early childhood system for the community served by such local early childhood [council] collaborative, (2) develop policy and program planning, (3) encourage community participation by emphasizing substantial parental involvement, (4) collect, analyze and evaluate data with a focus on program and service outcomes, (5) allocate resources, and (6) perform any other functions that will assist in the provision of early childhood programs and services. Such local early childhood [councils] collaboratives may enter into memoranda of agreement with the local or regional school readiness council, described in section 10-16r, of the town or region served by such local early childhood [council] collaborative to perform the duties and functions of a school readiness council, in accordance with the provisions of section 10-16r, or if no such local or regional school readiness council exists for the town or region of such local early childhood [council] collaborative, perform the duties and functions of a school readiness council, in accordance with the provisions of section 10-16r.

Sec. 5. (*Effective July 1, 2023*) (a) Not later than January 1, 2025, the Commissioner of Education shall, within available appropriations, conduct an audit of state and local testing requirements and administration. Such audit shall focus on (1) the state-wide mastery examination, as described in section 10-14n of the general statutes, as amended by this act, and local standardized assessments used to monitor student and district academic progress and achievement, (2) the amount of time devoted to student preparation or educator instruction for the state-wide mastery examination and such local standardized assessments, including the amount of time that such preparation and instruction takes away from regular instruction. Such audit shall also include recommendations relating to any limitations on the amount of

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time that may be devoted to administering the state-wide mastery examination and such local standardized assessments. If a grant to conduct such audit is available under 20 USC 6361 to 20 USC 6363, inclusive, as amended from time to time, the commissioner shall submit an application for such grant and conduct such audit in a manner that complies with the requirements set forth in said 20 USC 6361 to 20 USC 6363, inclusive, as amended from time to time.

(b) Not later than January 1, 2025, the commissioner shall submit a report of the audit described in subsection (a) of this section to the joint standing committees of the General Assembly having cognizance of matters relating to education and appropriations and the budgets of state agencies, in accordance with the provisions of section 11-4a of the general statutes.

Sec. 6. (*Effective from passage*) (a) As used in this section:

(1) "Civic engagement" means participation in improving the quality of life in a community and developing the combination of knowledge and skills to enable such participation;

(2) "Civics" means the study of the rights and obligations of citizens; and

(3) "Media literacy" means the ability to access, analyze, evaluate, create and participate with media in all forms by understanding the role of media in society, and building skills of inquiry and self-expression essential to participation and collaboration in a democratic society.

(b) There is established the Connecticut Civics Education, Civics Engagement and Media Literacy Task Force to study and develop strategies to improve and promote civic engagement and instruction on civics, citizenship, media literacy and American government. Such study shall include, but need not be limited to (1) reviewing existing state and national curricula and standards, classroom practices and high

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school and college graduation requirements to identify and publicize best practices in instruction on civics, citizenship, media literacy and American government, (2) receiving recommendations from educators, administrators, governmental entities, nongovernmental organizations and the public, (3) a review of existing civics, citizenship, media literacy and American government educational opportunities provided by governmental entities and nongovernmental organizations throughout the state, and (4) exploring the feasibility of establishing public and private partnerships to fund, coordinate, promote and support enhancements to such engagement and instruction.

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

(1) One appointed by the speaker of the House of Representatives, who shall be a certified social studies teacher and a member of the American Federation of Teachers-Connecticut;

(2) One appointed by the president pro tempore of the Senate, who shall be a representative of the Connecticut Education Association;

(3) One appointed by the majority leader of the House of Representatives, who shall be an officer or member of a nongovernmental organization that promotes civic education, civic engagement or media literacy;

(4) One appointed by the majority leader of the Senate, who shall be an officer or member of a nongovernmental organization that promotes civic education, civic engagement or media literacy;

(5) One appointed by the minority leader of the House of Representatives, who shall be a representative of the Connecticut Association of Public School Superintendents;

(6) One appointed by the minority leader of the Senate, who shall be a representative of the Connecticut Association of Boards of Education;

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(7) One appointed by the chairperson of the Black and Puerto Rican Caucus of the General Assembly;

(8) The Secretary of the State, or the Secretary's designee;

(9) The Commissioner of Education, or the commissioner's designee;

(10) The president of the Connecticut State Colleges and Universities, or the president's designee;

(11) The president of The University of Connecticut, or the president's designee;

(12) The president of the Connecticut Bar Association, or the president's designee;

(13) The Chief Court Administrator, or the Chief Court Administrator's designee;

(14) The chairpersons of the Connecticut Hate Crimes Advisory Council, or the chairpersons' designees;

(15) The executive director of the Connecticut Humanities Council, or the executive director's designee;

(16) The president of the Connecticut Democracy Center, or the president's designee; and

(17) The executive director of the Commission on Women, Children, Seniors, Equity and Opportunity, or the executive director's designee.

(d) Any member of the task force appointed under subdivision (1), (2), (3), (4), (5), (6) or (7) of subsection (c) of this section may be a member of the General Assembly.

(e) All initial appointments to the task force shall be made not later than thirty days after the effective date of this section. Any vacancy shall

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be filled by the appointing authority.

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

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

(h) Not later than January 1, 2025, the task force shall submit a report on its findings and recommendations 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. The task force shall terminate on the date that it submits such report or July 1, 2025, whichever is later.

Sec. 7. Section 10-16b of the general statutes, as amended by section 32 of public act 22-80, is repealed and the following is substituted in lieu thereof (*Effective July 1, 2025*):

(a) In the public schools the program of instruction offered shall include at least the following subject matter, as taught by legally qualified teachers, the arts; career education; consumer education; health and safety, including, but not limited to, human growth and development, nutrition, first aid, including cardiopulmonary resuscitation training in accordance with the provisions of section 10-16qq, disease prevention and cancer awareness, including, but not limited to, age and developmentally appropriate instruction in performing self-examinations for the purposes of screening for breast cancer and testicular cancer, community and consumer health, physical, mental and emotional health, including youth suicide prevention,

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substance abuse prevention, including instruction relating to opioid use and related disorders, safety, which shall include the safe use of social media, as defined in section 9-601, and may include the dangers of gang membership, and accident prevention; language arts, including reading, writing, grammar, speaking and spelling; mathematics; physical education; science, which may include the climate change curriculum described in subsection (d) of this section; social studies, including, but not limited to, civics and media literacy, citizenship, economics, geography, government, history and Holocaust and genocide education and awareness in accordance with the provisions of section 10-18f; African-American and black studies in accordance with the provisions of section 10-16ss; Puerto Rican and Latino studies in accordance with the provisions of section 10-16ss; Native American studies, in accordance with the provisions of section 10-16vv; Asian American and Pacific Islander studies, in accordance with the provisions of section 10-66ww; computer programming instruction; and in addition, on at least the secondary level, one or more world languages; vocational education; and the black and Latino studies course in accordance with the provisions of sections 10-16tt and 10-16uu. For purposes of this subsection, world languages shall include American Sign Language, provided such subject matter is taught by a qualified instructor under the supervision of a teacher who holds a certificate issued by the State Board of Education. For purposes of this subsection, the "arts" means any form of visual or performing arts, which may include, but not be limited to, dance, music, art and theatre.

(b) If a local or regional board of education requires its pupils to take a course in a world language, the parent or guardian of a pupil identified as deaf or hard of hearing may request in writing that such pupil be exempted from such requirement and, if such a request is made, such pupil shall be exempt from such requirement.

(c) Each local and regional board of education shall on September 1,

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1982, and annually thereafter at such time and in such manner as the Commissioner of Education shall request, attest to the State Board of Education that such local or regional board of education offers at least the program of instruction required pursuant to this section, and that such program of instruction is planned, ongoing and systematic.

(d) The State Board of Education shall make available curriculum materials and such other materials as may assist local and regional boards of education in developing instructional programs pursuant to this section. The State Board of Education, within available appropriations and utilizing available resource materials, shall assist and encourage local and regional boards of education to include: (1) Holocaust and genocide education and awareness; (2) the historical events surrounding the Great Famine in Ireland; (3) African-American and black studies; (4) Puerto Rican and Latino studies; (5) Native American studies; (6) Asian American and Pacific Islander studies; (7) personal financial management, including, but not limited to, financial literacy as developed in the plan provided under section 10-16pp; (8) training in cardiopulmonary resuscitation and the use of automatic external defibrillators; (9) labor history and law, including organized labor, the collective bargaining process, existing legal protections in the workplace, the history and economics of free market capitalism and entrepreneurialism, and the role of labor and capitalism in the development of the American and world economies; (10) climate change consistent with the Next Generation Science Standards; (11) topics approved by the state board upon the request of local or regional boards of education as part of the program of instruction offered pursuant to subsection (a) of this section; and (12) instruction relating to the Safe Haven Act, sections 17a-57 to 17a-61, inclusive. The Department of Energy and Environmental Protection shall be available to each local and regional board of education for the development of curriculum on climate change as described in this subsection.

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Sec. 8. (*Effective July 1, 2023*) (a) The board of the Technical Education and Career System shall study the programs offered at technical education and career schools to determine whether such programs align with the technical careers available in the state. Such study shall include, but need not be limited to, an evaluation of (1) the skills or certifications required to fill the available jobs in the state, (2) any deficiencies in the training or the availability of equipment at the technical education and career schools to teach the skills required for such available jobs, and (3) opportunities to partner with employers or labor organizations in the state to provide relevant apprenticeships or internships to students.

(b) Not later than January 1, 2025, the board of the Technical Education and Career System shall submit a report, in accordance with the provisions of section 11-4a of the general statutes, to the joint standing committee of the General Assembly having cognizance of matters relating to education concerning the study conducted pursuant to subsection (a) of this section. Such report shall include, but need not be limited to, any legislative or policy recommendations for improving the programs offered at technical education and career schools to align with the skills required for available jobs.

Sec. 9. (*Effective July 1, 2023*) For the fiscal year ending June 30, 2024, and each fiscal year thereafter, the Department of Education shall not include any federal funds received by a local or regional board of education pursuant to the Coronavirus Aid, Relief, and Economic Security Act, P.L. 116-136, as amended from time to time, the Coronavirus Response and Relief Supplemental Appropriations Act, P.L. 116-260, as amended from time to time, and the American Rescue Plan Act of 2021, P.L. 117-2, as amended from time to time, in the calculation of such board's net current expenditures per pupil for purposes of determining the amount of the grant paid by the State Board of Education to such board under section 10-76g of the general statutes.

Sec. 10. Subsection (b) of section 10-76g of the general statutes, as

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amended by section 8 of public act 23-1, is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(b) Any local or regional board of education which provides special education pursuant to the provisions of sections 10-76a to 10-76g, inclusive, as amended by public act 23-1 and this act, for any exceptional child described in subparagraph (A) of subdivision (5) of section 10-76a, under its jurisdiction, excluding (1) children placed by a state agency for whom a board of education receives payment pursuant to the provisions of subdivision (2) of subsection (e) of section 10-76d, as amended by [this act] public act 23-1, and (2) children who require special education, who reside on state-owned or leased property, and who are not the educational responsibility of the unified school districts established pursuant to sections 17a-37 and 18-99a, shall be financially responsible for the reasonable costs of special education instruction, as defined in the regulations of the State Board of Education, in an amount equal to [(A) for any fiscal year commencing prior to July 1, 2005, five times the average per pupil educational costs of such board of education for the prior fiscal year, determined in accordance with the provisions of subsection (a) of section 10-76f, and (B)] for the fiscal year commencing July 1, [2005] 2023, and each fiscal year thereafter, four and one-half times [such average per pupil educational costs] the net current expenditures per pupil of such board of education. Except as otherwise provided in subsection (d) of this section, the State Board of Education shall, within available appropriations, pay on a current basis any costs in excess of the local or regional board's basic contribution paid by such board in accordance with the provisions of this subsection. Any amounts paid by the State Board of Education on a current basis pursuant to this subsection shall not be reimbursable in the subsequent year. Application for such grant shall be made by filing with the Department of Education, in such manner as prescribed by the commissioner, annually on or before December first a statement of the cost of providing special education pursuant to this subsection,

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provided a board of education may submit, not later than March first, claims for additional children or costs not included in the December filing. Payment by the state for such excess costs shall be made to the local or regional board of education as follows: Seventy-five per cent of the cost in February and the balance in May. The amount due each town pursuant to the provisions of this subsection shall be paid to the treasurer of each town entitled to such aid, provided the treasurer shall treat such grant, or a portion of the grant, which relates to special education expenditures incurred in excess of such town's board of education budgeted estimate of such expenditures, as a reduction in expenditures by crediting such expenditure account, rather than town revenue. Such expenditure account shall be so credited no later than thirty days after receipt by the treasurer of necessary documentation from the board of education indicating the amount of such special education expenditures incurred in excess of such town's board of education budgeted estimate of such expenditures.

Sec. 11. Section 10-76f of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

For the purposes of sections 10-76a to 10-76g, inclusive, as amended by this act:

[(a)] (1) "Per pupil cost" in a school district is the quotient of net current [expenses, as defined in section 10-261, divided by] expenditures and such school district's average daily membership. [, as defined in section 10-261.]

[(b)] (2) "Special education instructional personnel" includes those employees of a board of education who, for at least one-half of their employment time, are assigned exclusively to the task of implementing or supervising special education programs. "Pupil personnel staff" includes those employees of a board of education who, for at least one-third of their employment time, are assigned exclusively to the task of

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identifying and implementing special education programs and services.

[(c)] (3) "Special education equipment and materials" means such equipment and materials as are used primarily to implement special education in accordance with regulations made pursuant to said sections.

[(d)] (4) "Special education tuition" means the tuition, board, room and other fees paid to another public or private school, agency or institution by a board of education to meet the educational needs of children requiring special education, provided such payments have been pursuant to an agreement approved by the commissioner.

[(e)] (5) "Special education transportation costs" are the amounts paid by a claimant town or regional board of education for transporting any child to and from any clinic, physician's office, agency or institution to which the board requests the child go for the purposes of determining the need for special education and amounts paid for transporting such child to and from any school, agency or institution for the purposes of special education unless such transportation is on a bus which is transporting, at the same time, children in the standard educational program provided by the claimant board.

[(f)] (6) "Special education rent" means any expenditure for rental of space or equipment to implement special education in accordance with regulations made pursuant to said sections.

[(g)] (7) "Special education consultant services" means noninstructional services rendered concerning children requiring special education by professional persons other than employees of a board of education for programs approved pursuant to said sections.

[(h)] (8) "Net cost of special education" means the result obtained by subtracting from the expenditures made by a claimant board for special education personnel, equipment, materials, tuition, transportation, rent

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and consultant services, [(1)] (A) the total amount of any funds from other state or federal grants, private grants or special education tuition received by the board or town in such year and used to implement special education programs approved pursuant to said sections, [(2)] (B) the total amount of any funds from Medicaid payments expended by the board in such year and used to implement special education programs, and [(3)] (C) expenditures for special education provided to children requiring special education who are described in subparagraph (B) of subdivision (5) of section 10-76a.

(9) "Net current expenditures" has the same meaning as provided in section 10-261.

(10) "Average daily membership" has the same meaning as provided in section 10-261.

(11) "Net current expenditures per pupil" means the quotient of net current expenditures of a school district and such school district's average daily membership.

Sec. 12. Section 10-4w of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(a) As used in this section:

(1) "Remote learning" means instruction by means of one or more Internet-based software platforms as part of a remote learning model; and

(2) "Dual instruction" means the simultaneous instruction by a teacher to students in-person in the classroom and students engaged in remote learning.

(b) Not later than January 1, 2022, the Commissioner of Education shall develop, and update as necessary, standards for remote learning.

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(c) For the school years commencing July 1, 2022, and July 1, 2023, a local or regional board of education may authorize remote learning to students in grades nine to twelve, inclusive, provided such board (1) provides such instruction in compliance with the standards developed pursuant to subsection (b) of this section, (2) adopts a policy regarding the requirements for student attendance during remote learning, which shall (A) be in compliance with the Department of Education's guidance on student attendance during remote learning, and (B) count the attendance of any student who spends not less than one-half of the school day during such instruction engaged in (i) virtual classes, (ii) virtual meetings, (iii) activities on time-logged electronic systems, and (iv) the completion and submission of assignments, and (3) prohibits the provision of dual instruction as part of remote learning, except such dual instruction may be provided in cases when such dual instruction is (A) required in, or necessary to implement, the individualized education program of a student who requires special education and related services or a plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time, or (B) provided as part of an intradistrict or interdistrict cooperative learning program that provides remote learning opportunities to students who are present in a classroom on school grounds during the regular school day and in which a certified educator is present in each such classroom providing such dual instruction or supervising the students receiving such dual instruction, provided such program is implemented in accordance with an agreement between each local or regional board of education and the representatives of each exclusive bargaining unit for certified employees chosen pursuant to section 10-153b participating in such intradistrict or interdistrict cooperative learning program.

(d) For the school year commencing July 1, 2024, and each school year thereafter, a local or regional board of education may authorize remote learning to students in grades kindergarten to twelve, inclusive, provided such board (1) provides such instruction in compliance with

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the standards developed pursuant to subsection (b) of this section, (2) adopts a policy regarding the requirements for student attendance during remote learning, which shall (A) be in compliance with the Department of Education's guidance on student attendance during remote learning, and (B) count the attendance of any student who spends not less than one-half of the school day during such instruction engaged in (i) virtual classes, (ii) virtual meetings, (iii) activities on time-logged electronic systems, and (iv) the completion and submission of assignments, and (3) prohibits the provision of dual instruction as part of remote learning, except such dual instruction may be provided in cases when such dual instruction is (A) required in, or necessary to implement, the individualized education program of a student who requires special education and related services or a plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time, or (B) provided as part of an intradistrict or interdistrict cooperative learning program that provides remote learning opportunities to students who are present in a classroom on school grounds during the regular school day and in which a certified educator is present in each such classroom providing such dual instruction or supervising the students receiving such dual instruction, provided such program is implemented in accordance with an agreement between each local or regional board of education and the representatives of each exclusive bargaining unit for certified employees chosen pursuant to section 10-153b participating in such intradistrict or interdistrict cooperative learning program.

Sec. 13. Section 3 of public act 21-95, as amended by section 3 of public act 22-116, is repealed and the following is substituted in lieu thereof (*Effective from passage*):

(a) There is established a task force to study issues relating to the provision and funding of special education in the state during the school years commencing July 1, 2016, to July 1, 2020, inclusive. Such study

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shall focus on funding, eligibility and delivery of special education services and include, but need not be limited to, an examination of (1) the provision of special education and related services, including the provision of services to students identified as gifted and talented, and services or accommodations for a student as part of a plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time, and whether local and regional boards of education are providing such services directly or partnering with regional educational service centers, contracting with a private provider of special education services, as defined in section 10-91g of the general statutes, or as part of a cooperative arrangement pursuant to section 10-158a of the general statutes, (2) the cost of providing special education and related services, including gifted and talented services, the total aggregate amount per school district per year and the annual percentage increase or decrease per school district of such cost, (3) the effect that the cost of special education and gifted and talented services has on a board of education's minimum budget requirement, (4) the level of state reimbursement to boards of education for special education and gifted and talented services, including the total amount for reimbursement submitted by each school district per year and the total amount received by such school district per year, and the percentage increase or decrease per year of the difference of the total amount submitted and the total amount received for each school district, [and] (5) the criteria and manner by which school districts are identifying students who require special education and related services or as gifted and talented, including whether school districts are overidentifying or underidentifying such students and the causes and reasons for such overidentification and underidentification, (6) the feasibility of authorizing independent evaluators from the Department of Education or hired by the parents and guardians of students receiving special education and related services to observe the provision of such services in the classroom, (7) delaying the age in which a classification category of special education services shall be made for a child requiring special education and related

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services, (8) special education student-to-teacher ratios prescribed by case load policies, regulations and formulas in effect in other states, with a focus on provisions regarding the numbers of special education students and intensity of services required for such students, (9) the prohibition of the use of seclusion under section 10-236b of the general statutes and the implementation of alternative methods in lieu of seclusion for certain student behavior, and (10) any other issues or topics relating to special education that the task force deems necessary.

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

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

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

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

(4) Two appointed by the majority leader of the Senate, one of whom is a representative of the Connecticut Council of Administrators of Special Education and one of whom is a representative of the RESC Alliance;

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(5) [Two] Three appointed by the minority leader of the House of Representatives, one of whom is a representative of the Connecticut Association of School Administrators, [and] one of whom is a representative of the School and State Finance Project and one of whom is a representative from an educator preparation program offered at a public institution of higher education in the state;

(6) [Two] Three appointed by the minority leader of the Senate, one of whom is a representative of the Connecticut Association of Schools, [and] one of whom is a representative of the Connecticut Association of School Business Officials and one of whom is a representative from an educator preparation program offered at an independent institution of higher education in the state; [and]

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

(8) The chairpersons and ranking members of the joint standing committee of the General Assembly having cognizance of matters relating to education, or their designees;

(9) The chairperson of the Advisory Council for Special Education, established pursuant to section 10-76i of the general statutes; and

(10) A representative of the Connecticut Association of Private Special Education Facilities, designated by the association.

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

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

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

(f) (1) Not later than January 1, 2024, the task force shall submit [a] an interim report on its findings [and recommendations] 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.

(2) Not later than January 1, 2025, the task force shall submit a final report on its findings and recommendations 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.

(3) The task force shall terminate on the date that it submits such report or [January 1, 2024] July 1, 2025, whichever is later.

Sec. 14. Subsection (j) of section 10-66bb of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(j) (1) The governing council of a state or local charter school may apply to the State Board of Education for a waiver of the requirements of the enrollment lottery described in subdivision (8) of subsection (d) of this section, provided such state or local charter school has as its primary purpose the establishment of education programs designed to serve one or more of the following populations: (A) Students with a history of behavioral and social difficulties, (B) students identified as requiring special education, (C) students who are [English language] multilingual learners, or (D) students of a single gender.

(2) An enrollment lottery described in subdivision (8) of subsection (d) of this section shall not be held for a local charter school that is

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established at a school that is among the schools with a percentage equal to or less than five per cent when all schools are ranked highest to lowest in accountability index scores, as defined in section 10-223e.

(3) Except as otherwise provided in subdivision (1) of this subsection, on and after July 1, 2023, no application for enrollment in a state or local charter school shall inquire or request information about an applicant student's need for or receipt of special education and related services, and the criteria for administering an enrollment lottery for a state or local charter school shall not include consideration of a student's need for or status as requiring special education and related services.

Sec. 15. (NEW) (*Effective July 1, 2023*) On and after July 1, 2023, the Department of Education shall make available on the department's Internet web site summaries of the complaints filed with and corrective actions required by the department regarding the provision of special education and related services by a local or regional board of education or other entity responsible for the provision of special education and related services to a student. The department shall redact any personally identifiable information of a student prior to making such decisions and documents available.

Sec. 16. Subsection (i) of section 10-76d of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(i) (1) No local or regional board of education shall discipline, suspend, terminate or otherwise punish any member of a planning and placement team employed by such board who discusses or makes recommendations concerning the provision of special education and related services for a child during a planning and placement team meeting for such child.

(2) No birth-to-three service coordinator or qualified personnel, as

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those terms are defined in section 17a-248, who discusses or makes recommendations concerning the provision of special education and related services for a child during a planning and placement team meeting for such child or in a transition plan, as required by section 17a-248e, shall be subject to discipline, suspension, termination or other punishment on the basis of such recommendations.

(3) No local or regional board of education shall discipline, suspend, terminate or otherwise punish any school employee, as defined in section 10-222d, who discusses or makes recommendations concerning the provision of services or accommodations for a student as part of a plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time, during any meeting held to discuss such plan for such student.

Sec. 17. (NEW) (*Effective July 1, 2023*) (a) The State Board of Education shall draft a written bill of rights for parents or guardians of students who are multilingual learners to guarantee that the rights of such parents and students are adequately safeguarded and protected in the provision of bilingual education under chapter 164 of the general statutes. Such bill of rights shall include, but need not be limited to, the following declarations:

(1) The right of a multilingual learner student to attend a public school in the state regardless of such student's immigration status or the immigration status of such student's parent or guardian;

(2) The right of a parent or guardian of a multilingual learner student to enroll such student in a public school without being required to submit immigration documentation, including, but not limited to, a Social Security number, visa documentation or proof of citizenship;

(3) The right of a multilingual learner student to have translation services provided (A) by an interpreter who is present in person or

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available by telephone or through an online technology platform, or (B) through an Internet web site or other electronic application approved by the State Board of Education, during critical interactions with teachers and administrators, including, but not limited to, parent-teacher conferences, meetings with administrators of the school in which such student is attending, and at properly noticed regular or special meetings of the board of education or scheduled meetings with a member or members of the board of education responsible for educating such student, in accordance with section 18 of this act;

(4) The right of a multilingual learner student to participate in a program of bilingual education offered by the local or regional board of education when there are twenty or more eligible students classified as dominant in a language, other than English, as such student, in accordance with the provisions of section 10-17f of the general statutes;

(5) The right of a parent or guardian of a multilingual learner student to receive written notice, in both English and the dominant language of such parent or guardian, that such student is eligible to participate in a program of bilingual education or English as a new language program offered by the local or regional board of education;

(6) The right of a multilingual learner student and the parent or guardian of such student to receive a high-quality orientation session, in the dominant language of such student and parent or guardian, from the local or regional board of education that provides information relating to state standards, tests and expectations at the school for multilingual learner students, as well as the goals and requirements for programs of bilingual education and English as a new language, prior to participation in such program of bilingual education or English as a new language;

(7) The right of the parent or guardian of a multilingual learner student to receive information about the progress of such student's

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English language development and acquisition;

(8) The right of a multilingual learner student and the parent or guardian of such student to meet with school personnel to discuss such student's English language development and acquisition;

(9) The right of a multilingual learner student to be placed in a program of bilingual education or English as a new language, if offered by the local or regional board of education;

(10) The right of a multilingual learner student to have equal access to all grade-level school programming;

(11) The right of a multilingual learner student to have equal access to all core grade-level subject matter;

(12) The right of a multilingual learner student to receive annual language proficiency testing;

(13) The right of a multilingual learner student to receive support services aligned with any intervention plan that the school or school district provides to all students;

(14) The right of a multilingual learner student to be continuously and annually enrolled in a program of bilingual education or English as a new language while such student remains an eligible student, as defined in section 10-17e of the general statutes; and

(15) The right of a parent or guardian of a multilingual learner student to contact the Department of Education with any questions or concerns regarding such student's right to receive multilingual learner services or accommodations available to such student or parent or guardian, including information regarding any recourse for failure of the board of education to provide or ensure such services or accommodations.

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(b) For the school year commencing July 1, 2024, and each school year thereafter, each local and regional board of education providing a program of bilingual education or English as a new language shall (1) provide the parents and guardians of eligible students with a copy of the multilingual learner bill of rights in the dominant language of such parents and guardians, and (2) make such copies of the multilingual learner bill of rights available on the Internet web site of such board.

(c) For purposes of this section, "multilingual learner" means "English learner", as defined in 20 USC 7801, as amended from time to time.

Sec. 18. (NEW) (*Effective July 1, 2023*) Each local and regional board of education shall, upon request of the parent or guardian of a multilingual learner student or of the multilingual learner student, provide translation services to such parent or guardian and student at a properly noticed regular or special meeting of such board or a scheduled meeting with a member or members of such board. Such request for translation services shall be made at least one day in advance of such meeting of the board or with a member or members of such board. As used in this section, "multilingual learner" has the same meaning as provided in section 17 of this act.

Sec. 19. Section 10-3c of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

There shall be a director of reading initiatives within the Department of Education. The director shall be responsible for (1) administering the intensive reading instruction program to improve student literacy in kindergarten to grade three, inclusive, and close the achievement gaps that result from opportunity gaps, pursuant to section 10-14u, as amended by this act, (2) assisting in the development and administration of the program of professional development for teachers and principals in scientifically based reading research and instruction, pursuant to section 10-148b, (3) administering the coordinated state-

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wide reading plan for students in kindergarten to grade three, inclusive, pursuant to section 10-14v, (4) administering, within available appropriations, the incentive program described in section 10-14w, (5) providing assistance to local and regional boards of education in the administration of the reading assessments described in section 10-14t, and the implementation of school district reading plans, (6) providing information and assistance to parents and guardians of students relating to reading and literacy instruction, (7) addressing reading and literacy issues related to students who are [English language] multilingual learners, and (8) developing and administering any other state-wide reading and literacy initiatives for students in kindergarten to grade twelve, inclusive.

Sec. 20. Subsection (f) of section 10-14n of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(f) (1) For the school year commencing July 1, 2015, and each school year thereafter, the scores on each component of the mastery examination for students who are [English language] multilingual learners, as defined in section 10-76kk, as amended by this act, and who have been enrolled in a school in this state or another state for fewer than twenty school months, shall not be used for purposes of calculating the accountability index, as defined in section 10-223e, for a school or school district.

(2) For the school year commencing July 1, 2015, and each school year thereafter, mastery examinations pursuant to subsection (b) of this section shall be offered in the most common native language of students who are [English language] multilingual learners taking such mastery examinations and any additional native languages of such students when mastery examinations in such native languages are developed and have been approved by the United States Department of Education.

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Sec. 21. Subdivision (1) of subsection (a) of section 10-14u of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(1) "Achievement gaps" means the existence of a significant disparity in the academic performance of students among and between (A) racial groups, (B) ethnic groups, (C) socioeconomic groups, (D) genders, and (E) [English language] multilingual learners and students whose primary language is English.

Sec. 22. Section 10-14x of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

To the extent permitted by federal law or the terms of a federal waiver of the Elementary and Secondary Education Act of 1965, 20 USC 6301, et seq., as amended from time to time, as it relates to the grade eleven mastery examination requirement pursuant to section 10-14n, as amended by this act, not later than January 1, 2016, the State Board of Education, in consultation with the Mastery Examination Committee, established pursuant to section 1 of public act 15-238, shall enter into an agreement with a provider of a nationally recognized college readiness assessment for the provision and administration of such college readiness assessment as part of such grade eleven mastery examination requirement, provided such college readiness assessment offers accommodations for students with disabilities and students who are [English language] multilingual learners.

Sec. 23. Subsection (a) of section 10-16mm of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(a) There is established a task force to address the academic achievement gaps in Connecticut by considering effective approaches to closing the achievement gaps in elementary, middle and high schools.

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The task force shall develop, in consultation with the Department of Education, the Connecticut State University System, the Interagency Council for Ending the Achievement Gap established pursuant to section 10-16nn, and the joint standing committee of the General Assembly having cognizance of matters relating to education, a master plan to eliminate the academic achievement gaps by January 1, 2020. Such master plan shall: (1) Identify the achievement gaps that exist among and between (A) racial groups, (B) ethnic groups, (C) socioeconomic groups, (D) genders, and (E) [English language] multilingual learners and students whose primary language is English; (2) focus efforts on closing the achievement gaps identified in subdivision (1) of this subsection; (3) establish annual benchmarks for implementation of the master plan and closing the achievement gaps; and (4) make recommendations regarding the creation of a Secretary of Education. The task force may amend such master plan at any time. For purposes of this section, "achievement gaps" means the existence of a significant disparity in the academic performance of students among and between (A) racial groups, (B) ethnic groups, (C) socioeconomic groups, (D) genders, and (E) [English language] multilingual learners and students whose primary language is English.

Sec. 24. Section 10-17g of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

For the fiscal year ending June 30, 2023, and each fiscal year thereafter, the board of education for each local and regional school district that is required to provide a program of bilingual education, pursuant to section 10-17f, may make application to the State Board of Education and shall annually receive, within available appropriations, a grant in an amount equal to the product obtained by multiplying three million eight hundred thirty-two thousand two hundred sixty by the ratio which the number of eligible children in the school district bears to the total number of such eligible children state-wide. The board of

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education for each local and regional school district receiving funds pursuant to this section shall annually, on or before September first, submit to the State Board of Education a progress report which shall include (1) measures of increased educational opportunities for eligible students, including language support services and language transition support services provided to such students, (2) program evaluation and measures of the effectiveness of its bilingual education and English as a second language programs, including data on students in bilingual education programs and students educated exclusively in English as a second language programs, and (3) certification by the board of education submitting the report that any funds received pursuant to this section have been used for the purposes specified. The State Board of Education shall annually evaluate programs conducted pursuant to section 10-17f. For purposes of this section, measures of the effectiveness of bilingual education and English as a second language programs include, but need not be limited to, mastery examination results, under section 10-14n, as amended by this act, and graduation and school dropout rates. Any amount appropriated under this section in excess of three million eight hundred thirty-two thousand two hundred sixty dollars shall be spent in accordance with the provisions of [sections] section 10-17k, [10-17n and 10-66t.] Any unexpended funds, as of November first, appropriated to the Department of Education for purposes of providing a grant to a local or regional board of education for the provision of a program of bilingual education, pursuant to section 10-17f, shall be distributed on a pro rata basis to each local and regional board of education receiving a grant under this section. Notwithstanding the provisions of this section, for the fiscal years ending June 30, 2009, to June 30, 2023, inclusive, the amount of grants payable to local or regional boards of education for the provision of a program of bilingual education under this section shall be reduced proportionately if the total of such grants in such year exceeds the amount appropriated for such grants for such year.

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Sec. 25. Subsection (c) of section 10-66bb of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(c) On and after July 1, 2015, the State Board of Education shall review, annually, all applications and grant initial certificates of approval for charters, in accordance with subsections (e) and (f) of this section, for a local or state charter school located in a town that has one or more schools that have been designated as a commissioner's network school, pursuant to section 10-223h, at the time of such application, or a town that has been designated as a low achieving school district, pursuant to section 10-223e, at the time of such application. (1) Except as provided for in subdivision (2) of this subsection, no state charter school shall enroll (A) (i) more than two hundred fifty students, or (ii) in the case of a kindergarten to grade eight, inclusive, school, more than three hundred students, or (B) twenty-five per cent of the enrollment of the school district in which the state charter school is to be located, whichever is less. (2) In the case of a state charter school found by the State Board of Education to have a demonstrated record of achievement, said board shall, upon application by such school to said board, waive the provisions of subdivision (1) of this subsection for such school. (3) The State Board of Education shall give preference to applicants for charter schools (A) whose primary purpose is the establishment of education programs designed to serve one or more of the following student populations: (i) Students with a history of low academic performance, (ii) students who receive free or reduced priced lunches pursuant to federal law and regulations, (iii) students with a history of behavioral and social difficulties, (iv) students identified as requiring special education, (v) students who are [English language] multilingual learners, or (vi) students of a single gender; (B) whose primary purpose is to improve the academic performance of an existing school that has consistently demonstrated substandard academic performance, as determined by the Commissioner of Education; (C) that will serve

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students who reside in a priority school district pursuant to section 10-266p; (D) that will serve students who reside in a district in which seventy-five per cent or more of the enrolled students are members of racial or ethnic minorities; (E) that demonstrate highly credible and specific strategies to attract, enroll and retain students from among the populations described in subparagraph (A)(i) to (A)(vi), inclusive, of this subdivision; or (F) that, in the case of an applicant for a state charter school, such state charter school will be located at a work-site or such applicant is an institution of higher education. In determining whether to grant an initial certificate of approval for a charter, the State Board of Education shall consider (i) the effect of the proposed charter school on (I) the reduction of racial, ethnic and economic isolation in the region in which it is to be located, (II) the regional distribution of charter schools in the state, (III) the potential of over-concentration of charter schools within a school district or in contiguous school districts, and (IV) the state's efforts to close achievement gaps, as defined in section 10-1600, and (ii) the comments made at a public hearing conducted pursuant to subdivision (2) of subsection (e) of this section or subparagraph (B)(ii) of subdivision (1) of subsection (f) of this section.

Sec. 26. Subdivision (2) of subsection (f) of section 10-66bb of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(2) On and after July 1, 2012, and before July 1, 2015, the State Board of Education shall not approve more than four applications for the establishment of new state charter schools unless two of the four such applications are for the establishment of two new state charter schools whose mission, purpose and specialized focus is to provide dual language programs or other models focusing on language acquisition for [English language] multilanguage learners. Approval of applications under this subdivision shall be in accordance with the provisions of this section.

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Sec. 27. Subsection (g) of section 10-66bb of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(g) Charters may be renewed, upon application, in accordance with the provisions of this section for the granting of such charters. Upon application for such renewal, the State Board of Education may commission an independent appraisal of the performance of the charter school that includes, but is not limited to, an evaluation of the school's compliance with the provisions of this section and, on and after July 1, 2015, progress in meeting the academic and organizational performance goals set forth in the charter granted to the charter school. The State Board of Education shall consider the results of any such appraisal in determining whether to renew such charter. The State Board of Education may deny an application for the renewal of a charter if (1) student progress has not been sufficiently demonstrated, as determined by the commissioner, (2) the governing council has not been sufficiently responsible for the operation of the school or has misused or spent public funds in a manner that is detrimental to the educational interests of the students attending the charter school, (3) the school has not been in compliance with the terms of the charter, applicable laws and regulations, (4) the efforts of the school have been insufficient to effectively attract, enroll and retain students from among the following populations: (A) Students with a history of low academic performance, (B) students who receive free or reduced priced lunches pursuant to federal law and regulations, (C) students with a history of behavioral and social difficulties, (D) students identified as requiring special education, or (E) students who are [English language] multilingual learners, or (5) the governing council of the state or local charter school has not provided evidence that such council has initiated substantive communication with the local or regional board of education of the town in which the state or local charter school is located to share student learning practices and experiences. If the State Board of Education does

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not renew a charter, it shall notify the governing council of the charter school of the reasons for such nonrenewal. On and after July 1, 2015, any charter renewed by the State Board of Education shall include academic and organizational performance goals, developed by the state board, that set forth the performance indicators, measures and metrics that will be used by the state board to evaluate the charter school.

Sec. 28. Subparagraph (A) of subdivision (1) of subsection (d) of section 10-66ee of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(A) "Total charter need students" means the sum of (i) the number of students enrolled in state charter schools under the control of the governing authority for such state charter schools for the school year, and (ii) for the school year commencing July 1, 2021, and each school year thereafter, (I) thirty per cent of the number of children enrolled in such state charter schools eligible for free or reduced price meals or free milk, (II) fifteen per cent of the number of such children eligible for free or reduced price meals or free milk in excess of the number of such children eligible for free or reduced price meals or free milk that is equal to sixty per cent of the total number of children enrolled in such state charter schools, and (III) twenty-five per cent of the number of students enrolled in such state charter schools who are [English language] multilingual learners, as defined in section 10-76kk, as amended by this act.

Sec. 29. Subsection (b) of section 10-66nn of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(b) In order to be eligible for a grant under this section, an applicant for a grant shall submit an application to the Commissioner of Education, pursuant to section 10-66bb, as amended by this act, for the establishment of a local charter school to be established on or after July

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1, 2012, and such application shall satisfy one of the following conditions: (1) Such applicant has high quality, feasible strategies or a record of success in serving students from among the following populations: (A) Students with histories of low academic performance, (B) students who receive free or reduced price school lunches, (C) students with histories of behavioral and social difficulties, (D) students eligible for special education services, (E) students who are [English language] multilingual learners, or (F) students of a single gender; or (2) such applicant has a high quality, feasible plan for turning around existing schools that have demonstrated consistently substandard student performance, or a record of success in turning around such schools. The department shall determine whether such applicant satisfies the provisions of subdivision (1) or (2) of this subsection.

Sec. 30. Section 10-76kk of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(a) Any local or regional board of education identified by the Department of Education that disproportionately and inappropriately identifies (1) minority students, or (2) [English language] multilingual learners as requiring special education services because such students have a reading deficiency in contravention of the provisions of subparagraph (A) of subdivision (4) of subsection (a) of section 10-76ff shall annually submit a report to the department on the plan adopted by such board that reduces the misidentification of such minority students or [English language] multilingual learners by improving reading assessments and interventions for students in kindergarten to grade three, inclusive.

(b) The Department of Education shall study the plans and strategies used by a local or regional board of education that demonstrate improvement in the reduction of the misidentification of minority students or [English language] multilingual learners requiring special education under this section. Such study shall examine the association

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between improvements in teacher training in the science of reading and the reduction in misidentification of students requiring special education services.

(c) For purposes of this section, "minority students" means those whose race is defined as other than white, or whose ethnicity is defined as Hispanic or Latino by the federal Office of Management and Budget for use by the Bureau of Census of the United States Department of Commerce; and ["English language learners" means those students reported as English language learners by the local or regional board of education for such students to the Department of Education] "multilingual learners" has the same meaning as provided in section 17 of this act.

Sec. 31. Subsection (b) of section 10-233n of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(b) The Department of Education shall annually examine data relating to in-school suspensions, out-of-school suspensions, expulsions and school-based arrests that has been submitted as part of the strategic school profile report pursuant to section 10-220, and shall disaggregate such data by school, race, ethnicity, gender, age, students with disabilities, [English language] multilingual learners, as defined in section 10-76kk, as amended by this act, students who are eligible for free or reduced priced lunch pursuant to federal law and regulations, and type of offense for which the school-based arrests were made and the number of arrests made annually at each school within the school district. The department shall annually submit a report to the State Board of Education regarding the examination and disaggregation of such data and make the report available on the department's Internet web site.

Sec. 32. Subdivision (25) of section 10-262f of the general statutes is

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repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(25) "Total need students" means the sum of (A) the number of resident students of the town for the school year, (B) for the school year commencing July 1, 2021, and each school year thereafter, (i) thirty per cent of the number of children eligible for free or reduced price meals or free milk, (ii) fifteen per cent of the number of children eligible for free or reduced price meals or free milk in excess of the number of children eligible for free or reduced price meals or free milk that is equal to sixty per cent of the total number of resident students of the town for the school year, and (iii) twenty-five per cent of the number of resident students who are [English language] multilingual learners, as defined in section 10-76kk, as amended by this act.

Sec. 33. Subsection (d) of section 10-262u of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(d) The local or regional board of education for a town designated as an alliance district may apply to the Commissioner of Education, at such time and in such manner as the commissioner prescribes, to receive any increase in funds received over the amount the town received for the prior fiscal year pursuant to subsection (a) of section 10-262i. Applications pursuant to this subsection shall include objectives and performance targets and a plan that are developed, in part, on the strategic use of student academic performance data. Such plan may include, but not be limited to, the following: (1) A tiered system of interventions for the schools under the jurisdiction of such board based on the needs of such schools, (2) ways to strengthen the foundational programs in reading, through the intensive reading instruction program pursuant to section 10-14u, as amended by this act, to ensure reading mastery in kindergarten to grade three, inclusive, with a focus on standards and instruction, proper use of data, intervention strategies,

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current information for teachers, parental engagement, and teacher professional development, (3) additional learning time, including extended school day or school year programming administered by school personnel or external partners, (4) a talent strategy that includes, but is not limited to, teacher and school leader recruitment and assignment, career ladder policies that draw upon guidelines for a model teacher evaluation program adopted by the State Board of Education, pursuant to section 10-151b, and adopted by each local or regional board of education. Such talent strategy may include provisions that demonstrate increased ability to attract, retain, promote and bolster the performance of staff in accordance with performance evaluation findings and, in the case of new personnel, other indicators of effectiveness, (5) training for school leaders and other staff on new teacher evaluation models, (6) provisions for the cooperation and coordination with early childhood education providers to ensure alignment with district expectations for student entry into kindergarten, including funding for an existing local Head Start program, (7) provisions for the cooperation and coordination with other governmental and community programs to ensure that students receive adequate support and wraparound services, including community school models, (8) provisions for implementing and furthering state-wide education standards adopted by the State Board of Education and all activities and initiatives associated with such standards, (9) strategies for attracting and recruiting minority teachers and administrators, (10) provisions for the enhancement of bilingual education programs, pursuant to section 10-17f, or other language acquisition services to [English language] multilingual learners, [including, but not limited to, participation in the English language learner pilot program, established pursuant to section 10-17n,] (11) entering into the model school district responsibilities agreement, described in section 10-223l, (12) leadership succession plans that provide training and learning opportunities for administrators and are designed to assist in the seamless transition of school and district personnel in and out of leadership positions in the

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school district and the continuous implementation of plans developed under this subsection, (13) implementing the policy adopted pursuant to section 10-223m to improve completion rates of the Free Application for Federal Student Aid by students enrolled in grade twelve in a high school under the jurisdiction of such board or students enrolled in an adult education program maintained by such board pursuant to section 10-69, and, as applicable, the parent and guardians of such students, and (14) any additional categories or goals as determined by the commissioner. Such plan shall demonstrate collaboration with key stakeholders, as identified by the commissioner, with the goal of achieving efficiencies and the alignment of intent and practice of current programs with conditional programs identified in this subsection. The commissioner may (A) require changes in any plan submitted by a local or regional board of education before the commissioner approves an application under this subsection, and (B) permit a local or regional board of education, as part of such plan, to use a portion of any funds received under this section for the purposes of paying tuition charged to such board pursuant to subdivision (1) of subsection (k) of section 10-264l or subsection (b) of section 10-264o.

Sec. 34. Section 10-264r of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

Not later than July 1, 2017, the Commissioner of Education shall develop reduced-isolation setting standards for interdistrict magnet school programs that shall serve as the enrollment requirements for purposes of section 10-264l. Such standards shall (1) define the term "reduced-isolation student" for purposes of the standards, (2) establish a requirement for the minimum percentage of reduced-isolation students that can be enrolled in an interdistrict magnet school program, provided such minimum percentage is not less than twenty per cent of the total school enrollment, (3) allow an interdistrict magnet school program to have a total school enrollment of reduced-isolation students

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that is not more than one per cent below the minimum percentage established by the commissioner, provided the commissioner approves a plan that is designed to bring the number of reduced-isolation students of such interdistrict magnet school program into compliance with the minimum percentage, and (4) for the school year commencing July 1, 2018, authorize the commissioner to establish on or before May 1, 2018, an alternative reduced-isolation student enrollment percentage for an interdistrict magnet school program located in the Sheff region, as defined in subsection (k) of section 10-264l, provided the commissioner (A) determines that such alternative (i) increases opportunities for students who are residents of Hartford to access an educational setting with reduced racial isolation or other categories of diversity, including, but not limited to, geography, socioeconomic status, special education, [English language] multilingual learners and academic achievement, (ii) complies with the decision of *Sheff v. O'Neill*, 238 Conn. 1 (1996), or any related stipulation or order in effect, and (B) approves a plan for such interdistrict magnet school program that is designed to bring the number of reduced-isolation students of such interdistrict magnet school program into compliance with such alternative or the minimum percentage described in subdivision (2) of this section. Not later than May 1, 2018, the commissioner shall submit a report on each alternative reduced-isolation student enrollment percentage established, pursuant to subdivision (4) of this section, for an interdistrict magnet school program located in the Sheff region 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. The reduced-isolation setting standards for interdistrict magnet school programs shall not be deemed to be regulations, as defined in section 4-166.

Sec. 35. Subsection (a) of section 10a-19j of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

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(a) There is established [an English language] a multilingual learner educator incentive program to be administered by the Office of Higher Education.

Sec. 36. Sections 10-17n and 10-66t of the general statutes are repealed. (*Effective from passage*)

Approved June 28, 2023