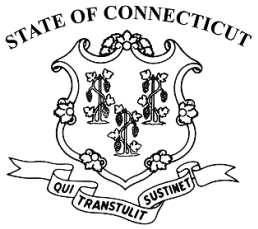


***Substitute Senate Bill No. 1***

# *Public Act No. 23-167*

## *AN ACT CONCERNING TRANSPARENCY IN EDUCATION.*

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

Section 1. Section 10-227 of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(a) Each board of education shall cause the superintendent to make returns not later than September first of each year to the Commissioner of Education of the receipts, expenditures and statistics, as prescribed by the commissioner, provided each such board may submit revisions to the returns in such form and with such documentation as required by the commissioner no later than December thirty-first of each year following the September submission. Such reports or returns required shall be **[**made**]** filed in accordance with the instructions furnished by the commissioner, shall be certified no later than December thirty-first of each year by the independent public accountant selected pursuant to section 7-392 for the purpose of auditing municipal accounts, and shall be subject to Department of Education verification. If the returns and statistics and revisions called for by said commissioner are not **[**sent**]** filed on or before the days specified in this section or if the returns are not certified as required by the commissioner on or before December thirty-first, each local and regional board of education required by law to make separate returns, whose returns and statistics or revisions are

delayed until after those days, shall forfeit of the total sum which is paid for such board of education from the State Treasurer an amount to be determined by the State Board of Education, which amount shall be not less than one thousand dollars nor more than ten thousand dollars. The amount so forfeited shall be withheld from a subsequent grant payment as determined by the commissioner. Notwithstanding the penalty provision of this section, the Commissioner of Education may waive said forfeiture for good cause.

(b) Not later than February 15, 2024, and annually thereafter, the Department of Education shall publish on its Internet web site the data contained in the reports and returns filed pursuant to subsection (a) of this section by education program type, expense function, expense object and funding source, including, but not limited to, federal, combined state and local and combined private and other sources for the school and district level. The department shall develop and publish a guide that contains definitions for each category of expenditure and funding source.

(c) Not later than February 15, 2025, and annually thereafter, the Department of Education shall develop and publish the data contained in the reports and returns filed pursuant to subsection (a) of this section in a format that allows financial comparisons between school districts and schools, including student enrollment and demographic statistics as of October first of the school year in which such reports and returns were filed.

Sec. 2. (NEW) (*Effective July 1, 2023*) On and after July 1, 2023, the Department of Education shall annually offer a training program to newly elected members of local and regional boards of education. Such training program shall be developed by the department and include, but not be limited to, the role and responsibilities of a board member, the duties and obligations of a board of education and school district budgeting and education finance. The Department of Education may

collaborate with an association that represents boards of education in the state, and accept gifts, grants and donations, including in-kind donations, to implement the provisions of this section.

Sec. 3. (NEW) (*Effective July 1, 2023*) On and after July 1, 2023, any person who has been elected to a local or regional board of education for the first time shall complete, at a time and in a manner prescribed by the Department of Education, the training program for newly elected members of local and regional boards of education, as described in section 2 of this act. Each such member shall complete such training program not later than one year after assuming office.

Sec. 4. Subsections (c) to (f), inclusive, of section 10-262u of the general statutes are repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(c) (1) For the fiscal year ending June 30, 2023, and each fiscal year thereafter, the Comptroller shall withhold from any town that (A) was designated as an alliance district pursuant to subdivision (2) of subsection (b) of this section any increase in funds received over the amount the town received for the fiscal year ending June 30, 2012, pursuant to subsection (a) of section 10-262i, and (B) was designated as an alliance district for the first time pursuant to subdivision (3) of subsection (b) of this section, any increase in funds received over the amount the town received for the fiscal year ending June 30, 2022, pursuant to subsection (a) of section 10-262i. The Comptroller shall transfer such funds to the Commissioner of Education.

(2) Upon receipt of an application pursuant to subsection (d) of this section or section 10-156gg, as amended by this act, the Commissioner of Education may pay such funds to the town designated as an alliance district and such town shall pay all such funds to the local or regional board of education for such town on the condition that such funds shall be expended in accordance with (A) the improvement plan described in

subsection (d) of this section, (B) the minority candidate certification, retention or residency year program pursuant to section 10-156gg, as amended by this act, (C) the family resource center program, pursuant to section 10-4o, to establish a family resource center in each elementary school under the jurisdiction of such board, (D) the provisions of subsection (c) of section 10-262i, and **[**(D)**]** (E) any guidelines developed by the State Board of Education for such funds. Such funds shall be used to improve student achievement and recruit and retain minority teachers in such alliance district and to offset any other local education costs approved by the commissioner.

(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**]** an improvement plan that are developed, in part, on the strategic use of student academic performance data. Such improvement 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, 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 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 10-223*l*, (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 school district and the continuous implementation of <u>improvement</u> 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 improvement 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 improvement 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 improvement 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 10-264*l* or subsection (b) of section 10-264o. Each such local and regional board of education shall annually submit such improvement plan to the department.

(e) The State Board of Education may develop guidelines and criteria for the administration of such funds under this section.

(f) The commissioner may withhold such funds if the local or regional board of education fails to comply with the provisions of this section. The commissioner may renew such funding if the local or regional board of education provides evidence that the school district of such board is achieving the objectives and performance targets approved by the commissioner stated in the improvement plan submitted under this section.

Sec. 5. (NEW) (*Effective July 1, 2023*) The Department of Education shall publish on its Internet web site the improvement plan submitted pursuant to subsection (d) of section 10-262u of the general statutes, as amended by this act, for each local or regional board of education for a town designated as an alliance district pursuant to said section 10-262u.

Sec. 6. (*Effective July 1, 2023*) (a) For the fiscal years ending June 30,

2024, to June 30, 2026, inclusive, the Department of Education shall administer a wholesome school meals pilot program that awards a grant to an alliance district, as defined in section 10-262u of the general statutes, as amended by this act, for the purpose of embedding a professional chef in such alliance district to assist school meal programs in building the capacity of food service staff, improving school meal quality, increasing diner satisfaction, streamlining operations and establishing a financially viable school meal program. The department shall partner with an organization that specializes in the placement of chefs for the purposes described in this subsection.

(b) Not later than October 1, 2023, a local or regional board of education for a town designated as an alliance district may apply to the department, in a form and manner prescribed by the department, for a grant under this section.

(c) The department shall review each application submitted under subsection (b) of this section and award five grants under this section. Each grant recipient shall receive an annual grant of one hundred fifty thousand dollars in each year of the pilot program. Such grant shall be expended for the purposes described in subsection (a) of this section.

(d) Not later than January 1, 2027, the department shall submit a report on the wholesome school meals pilot program to the joint standing committees of the General Assembly having cognizance of matters relating to education and appropriations, in accordance with the provisions of section 11-4a of the general statutes.

Sec. 7. (*Effective from passage*) The Department of Education shall conduct a study regarding the use of virtual reality as part of classroom instruction in grades nine to twelve, inclusive. Such study shall include, but need not be limited to, a review of best practices for the use of virtual reality as part of classroom instruction, appropriate safety measures for such use and how a local or regional board of education may

responsibly invest in and purchase virtual reality equipment and programs. Not later than January 1, 2025, the department shall submit a report of its findings and any 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.

Sec. 8. (NEW) (*Effective July 1, 2023*) (a) For the fiscal year ending June 30, 2024, and each fiscal year thereafter, the Department of Education shall establish an educator apprenticeship initiative that enables students enrolled in an educator preparation program, residency program or alternate route to certification program to gain classroom teaching experience while working toward becoming full-time, certified teachers upon successful completion of such programs under the educator apprenticeship initiative. The department shall seek certification from the Labor Department for the educator apprenticeship initiative for purposes of leveraging federal grants and funding.

(b) The Commissioner of Education shall develop (1) participation guidelines for those educator preparation programs, residency programs and alternate route to certification programs included under the educator apprenticeship initiative, (2) administration guidelines for the implementation of the educator apprenticeship initiative that are consistent with federal laws and regulations, and (3) compensation levels for students enrolled in such educator preparation programs, residency programs and alternate route to certification programs included under the educator apprenticeship initiative.

(c) The Commissioner of Education may permit a person enrolled in a residency program to participate in the educator apprenticeship initiative upon the request of the superintendent in whose school district such person is employed or assigned as part of such residency program. Upon successful completion of such residency program and with the recommendation of such superintendent, the State Board of

Education shall issue an initial educator certificate to such person and such person shall not be required to complete the examination requirements set forth in section 10-145f of the general statutes.

Sec. 9. Subsection (a) of section 10-220 of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(a) Each local or regional board of education shall maintain good public elementary and secondary schools, implement the educational interests of the state, as defined in section 10-4a, and provide such other educational activities as in its judgment will best serve the interests of the school district; provided any board of education may secure such opportunities in another school district in accordance with provisions of the general statutes and shall give all the children of the school district, including children receiving alternative education, as defined in section 10-74j, as nearly equal advantages as may be practicable; shall provide an appropriate learning environment for all its students which includes (1) adequate instructional books, supplies, materials, equipment, staffing, facilities and technology, (2) equitable allocation of resources among its schools, (3) proper maintenance of facilities, and (4) a safe school setting; shall, in accordance with the provisions of subsection (f) of this section, maintain records of allegations, investigations and reports that a child has been abused or neglected by a school employee, as defined in section 53a-65, employed by the local or regional board of education; shall have charge of the schools of its respective school district; shall make a continuing study of the need for school facilities and of a long-term school building program and from time to time make recommendations based on such study to the town; shall adopt and implement an indoor air quality program that provides for ongoing maintenance and facility reviews necessary for the maintenance and improvement of the indoor air quality of its facilities; shall adopt and implement a green cleaning program, pursuant to section 10-231g, that

provides for the procurement and use of environmentally preferable cleaning products in school buildings and facilities; on and after July 1, 2021, and every five years thereafter, shall report to the Commissioner of Administrative Services on the condition of its facilities and the action taken to implement its long-term school building program, indoor air quality program and green cleaning program, which report the Commissioner of Administrative Services shall use to prepare a report every five years that said commissioner shall submit in accordance with section 11-4a to the joint standing committee of the General Assembly having cognizance of matters relating to education; shall advise the Commissioner of Administrative Services of the relationship between any individual school building project pursuant to chapter 173 and such long-term school building program; shall have the care, maintenance and operation of buildings, lands, apparatus and other property used for school purposes and at all times shall insure all such buildings and all capital equipment contained therein against loss in an amount not less than eighty per cent of replacement cost; shall determine the number, age and qualifications of the pupils to be admitted into each school; shall develop and implement a written **[**plan for minority educator recruitment**]** increasing educator diversity plan for purposes of subdivision (3) of section 10-4a; shall employ and dismiss the teachers of the schools of such district subject to the provisions of sections 10-151 and 10-158a; shall designate the schools which shall be attended by the various children within the school district; shall make such provisions as will enable each child of school age residing in the district to attend some public day school for the period required by law and provide for the transportation of children wherever transportation is reasonable and desirable, and for such purpose may make contracts covering periods of not more than (A) five years, or (B) ten years if such contract includes transportation provided by at least one zero-emission school bus, as defined in 42 USC 16091(a)(8), as amended from time to time; may provide alternative education, in accordance with the provisions of section 10-74j, or place in another suitable educational program a pupil

enrolling in school who is nineteen years of age or older and cannot acquire a sufficient number of credits for graduation by age twenty-one; may arrange with the board of education of an adjacent town for the instruction therein of such children as can attend school in such adjacent town more conveniently; shall cause each child five years of age and over and under eighteen years of age who is not a high school graduate and is living in the school district to attend school in accordance with the provisions of section 10-184, and shall perform all acts required of it by the town or necessary to carry into effect the powers and duties imposed by law.

Sec. 10. (NEW) (*Effective July 1, 2023*) (a) Not later than March 15, 2024, each local and regional board of education shall submit the increasing educator diversity plan described in subsection (a) of section 10-220 of the general statutes, as amended by this act, to the Commissioner of Education for review and approval.

(b) The Commissioner of Education shall review each increasing educator diversity plan submitted pursuant to subsection (a) of this section. The commissioner may approve such plan or may return such plan to the local or regional board of education that submitted such plan with instructions to revise such plan. Not later than May 15, 2024, any such board shall revise such plan in accordance with such instructions and submit such revised plan to the commissioner for approval.

(c) For the school year commencing July 1, 2024, and each school year thereafter, each local and regional board of education shall implement the increasing educator diversity plan approved by the commissioner pursuant to subsection (b) of this section. Each such board shall make such plan available on the Internet web site of such board.

(d) The Department of Education shall make each increasing educator diversity plan available on the Internet web site of the department.

Sec. 11. Section 10-156ii of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(a) There is established **[**a minority teacher candidate scholarship program**]** an aspiring educators diversity scholarship program administered by the Department of Education. The program shall provide an annual scholarship to **[**minority**]** diverse students who (1) graduated from a public high school in a priority school district, as described in section 10-266p, and (2) are enrolled in a teacher preparation program at any four-year institution of higher education. **[**Maximum grants shall not exceed twenty thousand dollars per year**]** A diverse student may receive an annual scholarship in an amount up to ten thousand dollars for each year such diverse student is enrolled and in good standing in a teacher preparation program. As used in this section, **[**"minority"**]** "diverse" has the same meaning as provided in section 10-156bb, as amended by this act.

(b) Not later than January 1, 2023, the department shall, in consultation with the chairpersons of the joint standing committee of the General Assembly having cognizance of matters relating to education, develop a policy concerning the administration of the scholarship. Such policy shall include, but need not be limited to, provisions regarding (1) any additional eligibility criteria, (2) payment and distribution of the scholarships to diverse students through the teacher preparation programs in which they are enrolled, and (3) the notification of students in high school in priority school districts of the scholarship program, including the opportunity to apply for a scholarship under the program while enrolled in high school and prior to graduation if such student will be enrolled in a teacher preparation program during the following fall semester at a four-year institution of higher education.

(c) For the fiscal years ending June 30, 2024, and each fiscal year thereafter, the department shall award scholarships in accordance with the provisions of this section and the guidelines developed pursuant to

subsection (b) of this section.

(d) The Commissioner of Education shall develop scholarship repayment criteria for recipients who are not employed as a certified teacher by a local or regional board of education in the state following graduation from a teacher preparation program. Any amounts repaid to the department shall be deposited in the General Fund.

**[**(d)**]** (e) The department may accept gifts, grants and donations, from any source, public or private, for the **[**minority teacher candidate**]** aspiring educators diversity scholarship program.

(f) Not later than January 1, 2024, and annually thereafter, the department shall develop a report that includes annual data on the race and ethnicity of the diverse students who receive a scholarship under the program and the teacher preparation program in which they are enrolled. The department shall submit such report 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.

Sec. 12. Section 10-156bb of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

There is established **[**a Minority Teacher Recruitment Policy Oversight Council**]** an Increasing Educator Diversity Policy Oversight Council within the Department of Education. The council shall consist of (1) the Commissioner of Education, or the commissioner's designee, (2) two representatives from the Task Force to Diversify the Educator Workforce, established pursuant to section 10-156aa, (3) one representative from each of the exclusive bargaining units for certified employees, chosen pursuant to section 10-153b, (4) the president of the Connecticut State Colleges and Universities, or the president's designee, and (5) a representative from an alternate route to certification program, appointed by the Commissioner of Education. The council shall hold

quarterly meetings and advise, at least quarterly, the Commissioner of Education, or the commissioner's designee, on ways to (A) encourage **[**minority**]** diverse students in middle and secondary school **[**students**]** to attend institutions of higher education and enter teacher preparation programs, (B) recruit **[**minority**]** diverse students attending institutions of higher education to enroll in teacher preparation programs and pursue teaching careers, (C) recruit and retain **[**minority teachers**]** diverse educators in Connecticut schools, (D) recruit **[**minority teachers**]** diverse educators from other states to teach in Connecticut schools, and (E) recruit **[**minority**]** diverse professionals in other fields to enter teaching. The council shall report, annually, in accordance with the provisions of section 11-4a, on the recommendations given to the commissioner, or the commissioner's designee, pursuant to the provisions of this section, to the joint standing committee of the General Assembly having cognizance of matters relating to education. For purposes of this section, **[**"minority"**]** "diverse" means individuals 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.

Sec. 13. Section 10-156ee of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

Not later than January 1, 2019, the Department of Education, in consultation with the **[**Minority Teacher Recruitment Policy Oversight Council**]** Increasing Educator Diversity Policy Oversight Council, established pursuant to section 10-156bb, as amended by this act, shall (1) identify relevant research and successful practices to enhance **[**minority teacher**]** recruitment of diverse educators throughout the state, (2) identify and establish public, private and philanthropic partnerships to increase **[**minority teacher**]** recruitment of diverse educators, (3) utilize, monitor and evaluate innovative methods to

attract **[**minority**]** diverse educator candidates to the teaching profession, particularly in subject areas in which a teacher shortage exists, as determined by the Commissioner of Education pursuant to section 10-8b, (4) modernize the process for educators to obtain educator certification under this chapter by eliminating obstacles to certification to increase competitiveness with other states, (5) identify and utilize high-quality, affordable and bias-free educator assessments, (6) adopt cut scores for educator assessments, that do not exceed the multistate cut scores, to increase competitiveness with surrounding states, (7) support new and existing educator preparation programs that commit to enrolling greater numbers of **[**minority teacher**]** diverse educator candidates in a manner that supports interstate reciprocity, (8) monitor, advise and support, and intervene in when necessary, local and regional boards of education's efforts to prioritize **[**minority teacher**]** recruitment of diverse educators and develop innovative strategies to attract and retain **[**minority teachers**]** diverse educators within their districts, (9) (A) on and after July 1, 2019, include a question regarding the demographic data of applicants for positions requiring educator certification in the department's annual hiring survey distributed to local and regional boards of education, and (B) not later than July 1, 2020, and annually thereafter, submit a report, in accordance with the provisions of section 11-4a, on the applicant demographic data collected pursuant to subparagraph (A) of this subdivision to the Task Force to Diversify the Educator Workforce, established pursuant to section 10-156aa, and to the joint standing committee of the General Assembly having cognizance of matters relating to education, and (10) not later than July 1, 2022, develop and make available, in consultation with the State Education Resource Center, a video training module for school district personnel involved in or responsible for hiring educators relating to implicit bias and anti-bias in the hiring process. For purposes of this section, **[**"minority"**]** "diverse" has the same meaning as provided in section 10-156bb, as amended by this act.

Sec. 14. Section 10-156ff of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

For the school year commencing July 1, 2020, and each school year thereafter, the **[**Minority Teacher Recruitment Policy Oversight Council**]** Increasing Educator Diversity Policy Oversight Council, established pursuant to section 10-156bb, as amended by this act, in consultation with the Task Force to Diversify the Educator Workforce, established pursuant to section 10-156aa, shall develop and implement strategies and utilize existing resources to ensure that at least two hundred fifty new **[**minority**]** diverse teachers and administrators, of which at least thirty per cent are men, are hired and employed by local and regional boards of education each year in the state. As used in this section, **[**"minority"**]** "diverse" has the same meaning as provided in section 10-156bb, as amended by this act.

Sec. 15. (NEW) (*Effective July 1, 2023*) (a) For the school year commencing July 1, 2023, and each school year thereafter, the State Board of Education may issue an adjunct professor permit to any person who is a nontenured and part-time instructor employed by a public or independent institution of higher education in the state. Such permit shall authorize such person to be employed by a local or regional board of education and hold a part-time position of not more than twenty-five classroom instructional hours per week to teach in grades nine to twelve, inclusive, of a public school and provide instruction as part of college and career readiness programming offered by such board, including, but not limited to, an early college experience, advanced placement classes, career and technical education, the International Baccalaureate program, a dual enrollment program, a dual credit program and apprenticeships.

(b) During a period of such employment, a person holding an adjunct professor permit shall be under the supervision of the superintendent of schools or of a principal, administrator or supervisor designated by such

superintendent who shall regularly observe, guide and evaluate the performance of assigned duties by such holder of an adjunct professor permit.

(c) Each such adjunct professor permit shall be valid for three years and may be renewed by the Commissioner of Education for good cause upon the request of the superintendent of schools for the district employing such person.

(d) Any local or regional board of education employing a person who holds an adjunct professor permit issued under this section shall provide a program to assist each such person. Such program shall include academic and classroom support service components.

(e) Any person holding an adjunct professor permit pursuant to this section shall become a member of the exclusive bargaining unit for certified employees chosen pursuant to section 10-153b of the general statutes and shall be subject to the same collective bargaining agreement as the members of such exclusive bargaining unit, unless otherwise agreed to by the employing local or regional board of education and such exclusive bargaining unit.

(f) No person holding an adjunct professor permit shall fill a position that will result in the displacement of any person holding a teaching certificate under section 10-145b of the general statutes who is already employed at such school.

(g) Any person holding an adjunct professor permit pursuant to this section shall not be deemed to be eligible for membership in the teachers' retirement system solely by reason of such permit, provided any such person who holds a regular teacher's certificate issued by the State Board of Education shall not be excluded from membership in said system.

Sec. 16. Subsections (a) and (b) of section 10-25b of the general statutes

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

(a) Not later than January 1, 2024, the Department of Education, in collaboration with the State Education Resource Center, shall develop a model curriculum for grades kindergarten to grade eight, inclusive, that may be used in whole or in part by any local **[**and**]** or regional **[**boards**]** board of education.

(b) The content of the model curriculum shall (1) be rigorous, age-appropriate, aligned with curriculum guidelines approved by the State Board of Education and in accordance with the state-wide subject matter content standards, adopted by the state board pursuant to section 10-4, (2) be in accordance with the program of instruction and subject matter requirements prescribed in section 10-16b, and (3) include and integrate throughout such model curriculum at least the following: (A) The subject matter prescribed in section 10-16b, (B) Native American studies, (C) Asian American and Pacific Islander studies, (D) lesbian, gay, bisexual, transgender, queer and other sexual orientations and gender identities studies, (E) climate change, (F) personal financial management and financial literacy, (G) the military service and experience of American veterans, (H) civics and citizenship, including instruction in digital citizenship and media literacy that provides students with the knowledge and skills necessary to safely, ethically, responsibly and effectively use digital technologies to create and consume digital content, communicate with others and participate in social and civic activities, (I) the principles of social-emotional learning, **[**and**]** (J) racism, (K) cursive writing, and (L) world languages beginning in kindergarten.

Sec. 17. Subsection (g) of section 10-221a of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(g) Only courses taken in grades nine to twelve, inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education pursuant to section 10-4, shall satisfy the graduation requirements set forth in this section, except that a local or regional board of education may grant a student credit (1) toward meeting the high school graduation requirements upon the successful demonstration of mastery of the subject matter content described in this section achieved through educational experiences and opportunities that provide flexible and multiple pathways to learning, including cross-curricular graduation requirements, career and technical education, virtual learning, work-based learning, service learning, dual enrollment and early college, courses taken in middle school, internships and student-designed independent studies, provided such demonstration of mastery is in accordance with such state-wide subject matter content standards; (2) toward meeting a specified course requirement upon the successful completion in grade seven or eight of any course, the primary focus of which corresponds directly to the subject matter of a specified course requirement in grades nine to twelve, inclusive; (3) toward meeting the high school graduation requirement upon the successful completion of a world language course (A) in grade six, seven or eight, (B) through on-line coursework, or (C) offered privately through a nonprofit provider, provided such student achieves a passing grade on an examination prescribed, within available appropriations, by the Commissioner of Education and such credits do not exceed four; (4) toward meeting the high school graduation requirement upon achievement of a passing grade on a subject area proficiency examination identified and approved, within available appropriations, by the Commissioner of Education, regardless of the number of hours the student spent in a public school classroom learning such subject matter; (5) toward meeting the high school graduation requirement upon the successful completion of coursework during the school year or summer months at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or

regionally accredited. One three-credit semester course, or its equivalent, at such an institution shall equal one-half credit for purposes of this section; **[**or**]** (6) toward meeting the high school graduation requirement upon the successful completion of on-line coursework, provided the local or regional board of education has adopted a policy in accordance with this subdivision for the granting of credit for on-line coursework. Such a policy shall ensure, at a minimum, that (A) the workload required by the on-line course is equivalent to that of a similar course taught in a traditional classroom setting, (B) the content is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate, (C) the course engages students and has interactive components, which may include, but are not limited to, required interactions between students and their teachers, participation in on-line demonstrations, discussion boards or virtual labs, (D) the program of instruction for such on-line coursework is planned, ongoing and systematic, and (E) the courses are (i) taught by teachers who are certified in the state or another state and have received training on teaching in an on-line environment, or (ii) offered by institutions of higher education that are accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited; or (7) toward meeting the high school graduation requirement upon the successful completion of a credit recovery program approved by the Commissioner of Education.

Sec. 18. (*Effective July 1, 2023*) For the fiscal year ending June 30, 2024, the Secretary of the Office of Policy and Management, in consultation with the Commissioner of Education, shall reclassify not less than four authorized positions at the Department of Education that remain unfilled for the purpose of administering the aspiring educators diversity scholarship program, established pursuant to section 10-156ii of the general statutes, as amended by this act, and implementing programs related to recruitment and retention of diverse educators, provided one such reclassified position shall require experience in

communications and be in the Talent Office and responsible for marketing the aspiring educators diversity scholarship program and such recruitment and retention programs. The department shall use funds appropriated to the department's personal services account for the purpose of filling the four staff positions reclassified pursuant to this section.

Sec. 19. Subsection (k) of section 10-266aa of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(k) On or before March first of each year, the Commissioner of Education shall determine if the enrollment in the program pursuant to subsection (c) of this section for the fiscal year is below the number of students for which funds were appropriated. If the commissioner determines that the enrollment is below such number, the additional funds shall **[**not lapse but shall**]** be used by the commissioner in accordance with this subsection.

(1) Any amount up to five hundred thousand dollars of such **[**nonlapsing**]** additional funds shall be used for supplemental grants to receiving districts on a pro rata basis for each out-of-district student in the program pursuant to subsection (c) of this section who attends the same school in the receiving district as at least nine other such out-of-district students, not to exceed one thousand dollars per student.

(2) Any amount up to and including five hundred thousand dollars of such **[**nonlapsing**]** additional funds available after payment is made pursuant to subdivision (1) of this subsection shall be paid to the State Education Resource Center, established pursuant to section 10-357a, to provide professional development to certified employees, in accordance with the provisions of section 10-148a, and training for other school personnel in receiving districts.

(3) Any **[**such nonlapsing**]** amount up to and including two million dollars of such additional funds remaining after payment is made pursuant to subdivisions (1) and (2) of this subsection shall be used for the provision of wrap-around services to students participating in the program, including, but not limited to, academic tutoring, family support and experiential learning opportunities.

Sec. 20. Section 10-14hh of the general statutes is repealed and the following is substituted in lieu thereof (*Effective from passage*):

(a) **[**For**]** (1) Except as otherwise provided in subdivision (2) of this subsection, for the school year commencing July 1, 2023, and each school year thereafter, each local and regional board of education shall fully implement a comprehensive reading curriculum model or program for grades **[**prekindergarten**]** kindergarten to grade three, inclusive, that has been reviewed and **[**recommended**]** approved pursuant to section 10-14ii, as amended by this act.

(2) (A) For the school years commencing July 1, 2023, and July 1, 2024, a local or regional board of education that has not been granted a waiver pursuant to subsection (c) of this section and is not fully implementing a comprehensive reading curriculum model or program for grades kindergarten to grade three, inclusive, in accordance with the provisions of subdivision (1) of subsection (a) of this section, shall begin partial implementation of such comprehensive reading curriculum model or program, and for the school year commencing July 1, 2025, and each school year thereafter, such board shall fully implement such comprehensive reading curriculum model or program in accordance with the provisions of subsection (a) of this section.

(B) For the school year commencing July 1, 2024, and each school year thereafter, a local or regional board of education that has been granted a waiver pursuant to subsection (c) of this section shall implement a comprehensive reading curriculum model or program other than a

model or program reviewed and approved pursuant to section 10-14ii, as amended by this act, in accordance with the provisions of such waiver.

(b) On or before July 1, **[**2023**]** 2025, and biennially thereafter, each local and regional board of education shall notify the Center for Literacy Research and Reading Success, established pursuant to section 10-14gg, as amended by this act, of which comprehensive reading curriculum model or program that the board is implementing pursuant to subsection (a) of this section.

**[**(c) If a local or regional board of education demonstrates to the Commissioner of Education that such board has insufficient resources or funding to implement any of the reading curriculum model or programs reviewed and recommended pursuant to section 10-14ii, the commissioner shall grant such board an extension of time, if the commissioner determines that such board demonstrates continued efforts to commence implementation of a reviewed and recommended reading curriculum model or program in accordance with this section.**]**

**[**(d)**]** (c) The Commissioner of Education, in consultation with the director of the Center for Literacy Research and Reading Success, shall, upon request of a local or regional board of education, grant a waiver from the provisions of subsection (a) of this section to such board to implement a comprehensive reading curriculum model or program other than a model or program reviewed and recommended pursuant to section 10-14ii, as amended by this act, if the commissioner determines that such other comprehensive reading curriculum **[**or**]** model or program is (1) evidenced-based and scientifically-based, and (2) focused on competency in the following areas of reading: Oral language, phonemic awareness, phonics, fluency, vocabulary, rapid automatic name or letter name fluency and reading comprehension. A request for a waiver under this subsection shall include (A) data collected from the reading assessments described in section 10-14t that

has been disaggregated by race, ethnicity, gender, eligibility for free or reduced priced lunches, students whose primary language is not English and students with disabilities, and (B) a strategy to address remaining reading achievement gaps, as defined in section 10-14u, as amended by this act.

Sec. 21. Section 10-14ii of the general statutes is repealed and the following is substituted in lieu thereof (*Effective from passage*):

Not later than July 1, 2022, the director of the Center for Literacy Research and Reading Success, in consultation with the Reading Leadership Implementation Council established pursuant to section 10-14gg, as amended by this act, shall review and approve at least five comprehensive reading curriculum models or programs to be implemented by local and regional boards of education according to the unique needs of each school district in accordance with the provisions of section 10-14hh, as amended by this act. Such comprehensive reading curriculum models or programs shall be (1) evidenced-based and scientifically-based, and (2) focused on competency in the following areas of reading: Oral language, phonemic awareness, phonics, fluency, vocabulary, rapid automatic name or letter name fluency and reading comprehension.

Sec. 22. Subsection (a) of section 10-14gg of the general statutes is repealed and the following is substituted in lieu thereof (*Effective from passage*):

(a) The Department of Education shall establish a Center for Literacy Research and Reading Success within the department. The center shall be responsible for (1) the implementation of the coordinated state-wide reading plan for students in kindergarten to grade three, inclusive, established pursuant to section 10-14v; (2) researching and developing, in collaboration with the Office of Early Childhood, a birth to grade twelve reading success strategy to be included in the alignment of

reading instruction with the two-generational initiative, established pursuant to section 17b-112*l*; (3) (A) providing direct support to schools and boards of education to improve reading outcomes for students in kindergarten to grade three, inclusive, and other reading initiatives, and (B) supporting teachers, schools and boards of education engaged in improving through coaching, leadership training, professional development, parental engagement and technical assistance that is consistent with the intensive reading instruction program, as described in section 10-14u, as amended by this act, and aligned with evidence-based practices; (4) providing independent, random reviews of how a local or regional board of education is implementing (A) a comprehensive reading curriculum model or program for grades **[**prekindergarten**]** kindergarten to grade three, inclusive, pursuant to section 10-14hh, as amended by this act, and (B) an approved reading assessment, pursuant to section 10-14t; (5) receiving and publicly reporting, not later than September 1, **[**2023**]** 2025, and biennially thereafter, the comprehensive reading curriculum model or program being implemented by each local and regional board of education pursuant to section 10-14hh, as amended by this act; (6) developing and maintaining an Internet web site for the purpose of disseminating tools and information associated with the intensive reading instruction program for student reading; (7) serving as a collaborative center for institutions of higher education and making available to the faculty of teacher preparation programs (A) the science of teaching reading, (B) the intensive reading instruction program, and (C) samples of available comprehensive reading curriculum models or programs reviewed and **[**recommended**]** approved pursuant to section 10-14ii, as amended by this act; and (8) reviewing and publicly reporting on progress made by teacher preparation programs to include comprehensive reading curriculum models or programs reviewed and **[**recommended**]** approved pursuant to section 10-14ii, as amended by this act.

Sec. 23. Subsection (a) of section 10-14u of the general statutes is

repealed and the following is substituted in lieu thereof (*Effective from passage*):

(a) As used in this section: **[**and section 10-3c:**]**

(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 learners and students whose primary language is English.

(2) "Opportunity gaps" means the ways in which race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations or other factors intersect with the unequal or inequitable distribution of resources and opportunities to contribute to or perpetuate lower educational expectations, achievement or attainment.

(3) "Scientifically-based reading research and instruction" means (A) a comprehensive program or a collection of instructional practices that is based on reliable, valid evidence showing that when such programs or practices are used, students can be expected to achieve satisfactory reading progress, and (B) the integration of instructional strategies for continuously assessing, evaluating and communicating the student's reading progress and needs in order to design and implement ongoing interventions so that students of all ages and proficiency levels can read and comprehend text and apply higher level thinking skills. Such comprehensive program or collection of practices includes, but is not limited to, instruction in the following areas of reading: Oral language, phonemic awareness, phonics, fluency, vocabulary, rapid automatic name or letter name fluency and reading comprehension.

Sec. 24. (*Effective from passage*) The Center for Literacy Research and Reading Success, in consultation with the Reading Leadership Implementation Council, established pursuant to section 10-14gg of the

general statutes, as amended by this act, shall review issues related to the implementation of a comprehensive reading curriculum model or program pursuant to section 10-14hh of the general statutes, as amended by this act. Such review shall include (1) the provision of technical assistance to those local and regional boards of education that have been denied a waiver from the provisions of subsection (a) of said section 10-14hh of the general statutes, (2) an examination of the impact of the science of reading master class that uses all of the components of reading, such as phonemic awareness, phonics, fluency, vocabulary and comprehension, and (3) upon completion of the Department of Education's independent impact evaluation, a determination of how to scale for use to develop educators who are ready and able to support individual student learning and the science of reading.

Sec. 25. (*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, 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 time that may be devoted to administering the state-wide mastery examination and such local standardized assessments. Such audit shall be conducted in a manner that complies with the requirements set forth in 20 USC 6361 to 20 USC 6363, inclusive, as amended from time to time, so that the commissioner may submit an application for a grant to conduct such audit and other related activities under the Every Student Succeeds Act, P. L. 114-95.

(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. 26. (NEW) (*Effective July 1, 2023*) (a) As used in this section:

(1) "Local farm" means a farm, farmers' cooperative, food hub or wholesale distributor located in Connecticut.

(2) "Regional farm" means a farm, farmers' cooperative, food hub or wholesale distributor located in New York, Massachusetts, Rhode Island, Vermont, New Hampshire or Maine.

(3) "Locally sourced food" means produce and other farm products that have a traceable point of origin within Connecticut that are grown or produced at, or sold by, a local farm and includes, but is not limited to, value-added dairy, fish, pork, beef, poultry, eggs, fruits, vegetables and minimally processed foods.

(4) "Regionally sourced food" means produce and other farm products that have a traceable point of origin within New York, Massachusetts, Rhode Island, Vermont, New Hampshire or Maine that are grown or produced at, or sold by, a regional farm and includes, but is not limited to, value-added dairy, fish, pork, beef, poultry, eggs, fruits, vegetables and minimally processed foods.

(5) "Eligible board of education" means a local or regional board of education that is participating in the National School Lunch Program.

(6) "Eligible meal program" means a meal program provided by an eligible board of education to its students or a meal provided as part of such board's participation in the National School Lunch Program,

School Breakfast Program, Seamless Summer Option, After School Snack Program, Summer Food Service Program or the At-Risk Afterschool Meals component of the Child and Adult Care Food Program administered by the United States Department of Agriculture.

(b) For the fiscal year ending June 30, 2024, and each fiscal year thereafter, the Department of Agriculture, in consultation with the Department of Education, shall administer the local food for schools incentive program. Such program shall provide reimbursement payments to eligible boards of education for the purchase of locally sourced food and regionally sourced food that may be used as part of such board's participation in an eligible meal program. An eligible board of education shall be entitled to receive reimbursement payments in accordance with the guidelines developed pursuant to subsection (e) of this section and in an amount equal to (1) one-half of such board's expenditures for locally sourced foods, and (2) one-third of such board's expenditures for regionally sourced foods.

(c) (1) The department shall receive requests from eligible boards of education for reimbursement payments under the program in a manner similar to how the department receives applications under section 10-215b of the general statutes.

(2) Each eligible board of education shall (A) maintain a record of such board's expenditures for all locally sourced food and regionally sourced food, as well as documentation confirming the place of origin of such food, as prescribed by the department, and (B) submit, upon request of the department, such records and documentation to the department for review.

(d) Any locally sourced food or regionally sourced food for which an eligible board of education seeks reimbursement payments under this section, shall comply with the nutrition standards established by the department pursuant to section 10-215e of the general statutes.

(e) The department shall develop guidelines for the implementation of the program. Such guidelines shall (1) establish a maximum reimbursement amount based on total student enrollment for each eligible board of education, (2) assist eligible boards of education in participating in the program, and (3) promote geographic, social, economic and racial equity, which may include a preference for socially disadvantaged farmers, as defined in 7 USC 2279(a), as amended from time to time, or small farm businesses.

(f) The department shall develop a survey to be distributed annually to any eligible board of education that receives reimbursement payments under this section. Such survey shall be designed to collect information to assist the department in implementing and improving the program.

(g) In addition to the reimbursement payments otherwise provided pursuant to this section, the department may, within available appropriations, provide supplemental grants to eligible boards of education. Such supplemental grant funds may be expended for the purpose of purchasing kitchen equipment, engaging with school nutrition or farm-to-school consultants or training relating to the processing, preparation and serving of locally sourced food and regionally sourced food. In awarding supplemental grants under this subsection, the department shall give priority to an eligible board of education for a town designated as an alliance district pursuant to section 10-262u of the general statutes, as amended by this act.

(h) The department may accept gifts, grants and donations, including in-kind donations, for the administration of the local food for schools incentive program and to implement the provisions of this section.

(i) Any unexpended funds appropriated for purposes of this section shall not lapse at the end of the fiscal year but shall be available for expenditure during the next fiscal year.

(j) Notwithstanding the provisions of this section, for the fiscal year ending June 30, 2024, and each fiscal year thereafter, the amount of reimbursement payments payable to eligible boards of education shall be reduced proportionately if the total of such reimbursement payments in such year exceeds the amount appropriated for such reimbursement payments for such year.

(k) Not later than January 1, 2025, and annually thereafter, the department shall submit a report on the local food for schools incentive program to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a of the general statutes. Such report shall include, but need not be limited to, an accounting of the funds appropriated and received by the department for the program, descriptions of the reimbursement payments made under the program and an evaluation of the program.

Sec. 27. Section 10-215*l* of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(a) The Department of Agriculture, in consultation with the advisory committee described in subsection (c) of this section, shall administer the CT Grown for CT Kids Grant Program. Such program shall assist local and regional boards of education to develop farm-to-school programs that will increase the availability of local foods in child nutrition programs, allow educators to use hands-on educational techniques to teach students about nutrition and farm-to-school connections, sustain relationships with local farmers and producers, enrich the educational experience of students, improve the health of children in the state and enhance the state's economy.

(b) A local or regional board of education, regional educational service center, cooperative arrangement pursuant to section 10-158a, child care centers, group child care homes and family child care homes,

as such terms are described in section 19a-77, or any organization or entity administering or assisting in the development of a farm-to-school program, may apply, in a form and manner prescribed by the department, for a grant under this section. Such grant shall be used to develop or implement a farm-to-school program, which may include (1) the purchase of equipment, resources or materials, including, but not limited to, local food products, gardening supplies, field trips to farms, gleaning on farms and stipends to visiting farmers, (2) the provision of professional development and skills training for educators, school nutrition professionals, parents, caregivers, child care providers and employees and volunteers of organizations administering or assisting in the development and implementation of farm-to-school programs, and (3) piloting new purchasing systems and programs.

(c) The department shall convene an advisory committee to assist in the administration of the CT Grown for CT Kids Grant Program. The advisory committee shall consist of the Commissioner of Education, or the commissioner's designee, and individuals representing stakeholder groups that reflect the demographic and geographic diversity of the state, selected by the Commissioner of Agriculture. The advisory committee shall (1) assist the department in reviewing applications and awarding grants under this section, and (2) provide technical assistance to grant recipients in the development and implementation of farm-to-school programs.

(d) In awarding grants under this section, the department shall (1) give priority to applicants (A) located in alliance districts, as defined in section 10-262u, as amended by this act, or who are providers of school readiness programs, as defined in section 10-16p, and (B) who demonstrate broad commitment from school administrators, school nutrition professionals, educators and community stakeholders, and (2) not award a grant that is in an amount greater than ten per cent of the total amount available for the fiscal year.

(e) The department may accept gifts, grants and donations, including in-kind donations, for the administration of the CT Grown for CT Kids Grant Program and to implement the provisions of this section.

(f) Not later than January 1, 2023, and annually thereafter, the department shall submit a report on the CT Grown for CT Kids Grant Program 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. Such report shall include, but need not be limited to, an accounting of the funds appropriated and received by the department for the program, descriptions of each grant awarded under the program and how such grant was expended by the recipient, and an evaluation of the program and the success of local farm-to-school programs that have received grant awards under this section.

(g) For the fiscal year ending June 30, 2024, and each fiscal year thereafter, if the funds appropriated for the purposes of this section are not expended, the department shall use such unexpended funds to administer the local food for schools incentive program in accordance with the provisions of section 26 of this act.

Sec. 28. (NEW) (*Effective July 1, 2023*) (a) Any local or regional board of education may partner with one or more local employers that are in the aviation or aerospace industry to develop and provide an apprenticeship training program for students in the school district governed by such board. Such apprenticeship training program shall include, but need not be limited to, (1) on-site training in which students may learn immediate job skills and earn course credit, and (2) the provision of information to students concerning the programs of study offered at the CT Aero Tech School for Aviation Maintenance Technicians and assistance with the application for admission to said school.

(b) Not later than sixty days after the first student cohort completes

an apprenticeship training program provided pursuant to subsection (a) of this section, and annually thereafter, the local or regional board of education that provides such program 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. Such report shall include, but need not be limited to, the number of students who (1) participated in and completed such program, and (2) enrolled in the CT Aero Tech School for Aviation Maintenance Technicians after completing such program.

Sec. 29. (NEW) (*Effective July 1, 2023*) (a) Not later than January 1, 2024, the Commissioner of Education shall (1) in consultation with the School Paraeducator Advisory Council, established pursuant to section 10-155k of the general statutes, develop a model program for paraeducator training for students in grades nine to twelve, inclusive, in which such students may be qualified to work as paraeducators upon graduation from high school, and (2) distribute such model program to each local and regional board of education.

(b) A local or regional board of education may adopt the model program for paraeducator training developed pursuant to subsection (a) of this section for students in grades nine to twelve, inclusive. Not later than one year after adopting such program, and annually thereafter, such board of education 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. Such report shall include, but not be limited to, the number of students who (1) participated and completed such program by grade, and (2) found employment as a paraeducator after graduation from high school.

Sec. 30. Section 10-220d of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

Each local and regional board of education shall provide full access to technical education and career schools, regional agricultural science and technology education centers, interdistrict magnet schools, charter schools and interdistrict student attendance programs for the recruitment of students attending the schools under the board's jurisdiction, provided such recruitment is not for the purpose of interscholastic athletic competition. Each local and regional board of education shall provide information relating to technical education and career schools, regional agricultural science and technology education centers, interdistrict magnet schools, charter schools, alternative high schools and interdistrict student attendance programs on the board's Internet web site. Each local and regional board of education shall annually distribute to students in middle school and require school counselors to provide **[**information**]** to students and parents of students in middle and high schools within such board's jurisdiction **[**of**]** information concerning the availability of (1) vocational, technical, technological and postsecondary education and training at technical education and career schools, and (2) agricultural science and technology education at regional agricultural science and technology education centers, and publish such information on the Internet web site of such board.

Sec. 31. (NEW) (*Effective July 1, 2023*) (a) Not later than January 1, 2024, the Department of Education shall, within available appropriations, establish a preapprenticeship grant program. The department shall award grants to any local or regional board of education that incorporates a preapprenticeship program in the curriculum for grades nine to twelve, inclusive, provided such preapprenticeship program (1) is registered with the Labor Department, and (2) meets any criteria established by the Department of Education. The Department of Education shall award a grant to such board of education in an amount not less than one thousand dollars for each student that completes the preapprenticeship program.

(b) Not later than January 1, 2025, and annually thereafter, the Department of Education 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. Such report shall include, but need not be limited to, (1) the amount of grants awarded during the prior year, and (2) the types of preapprenticeship programs completed by students during the prior year.

Sec. 32. (*Effective July 1, 2023*) Not later than January 1, 2024, the Department of Education, in partnership with local and regional boards of education, public institutions of higher education and independent institutions of higher education, as defined in section 10a-173 of the general statutes, shall, within the limits of available funding, expand opportunities for dual credit and dual enrollment for students in grades nine to twelve, inclusive, in the state in various subject areas, including, but not limited to, courses that are required to pursue health care occupations. The work to expand such opportunities shall include, but need not be limited to, (1) the creation of resources, such as an online inventory of dual credit and dual enrollment programs and model agreements to promote information sharing between boards of education and institutions of higher education, (2) support for curriculum development and professional development for teachers and faculty to create new career pathways for in-demand industries, such as health care, and (3) tuition assistance for students who enroll in dual credit and dual enrollment programs. Not later than January 1, 2024, the Department of Education 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 on the department's efforts to expand opportunities for dual credit and dual enrollment pursuant to this section.

Sec. 33. (*Effective from passage*) The executive director of the Technical Education and Career System shall convene a working group to determine the feasibility, cost and plan for development of an aerospace advanced manufacturing high school. The members of the working group shall include, but need not be limited to, representatives of the Governor's Workforce Council and the Department of Economic and Community Development and business and community organizations related to the aerospace industry. The executive director shall appoint the members of the working group and shall serve as the chairperson. Not later than January 1, 2025, the executive director shall submit, 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 a report detailing the conclusions and recommendations of the working group.

Sec. 34. Section 10-212 of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(a) Each local or regional board of education shall appoint one or more school nurses or nurse practitioners. Such school nurses and nurse practitioners appointed by such boards shall be qualified pursuant to regulations adopted in accordance with the provisions of chapter 54 by the State Board of Education in consultation with the Department of Public Health, except any school nurse or nurse practitioner appointed by or under contract with a local or regional board of education shall not be required to have at least the equivalent of one year full time working experience as a registered nurse during the five years immediately prior to appointment or employment as a school nurse or nurse practitioner. Such school nurses may also act as visiting nurses in the town, may visit the homes of pupils in the public schools and shall assist in executing the orders of the school medical advisor, if there is any in such town, and perform such other duties as are required by such board.

(b) Notwithstanding any provision of the general statutes or any regulation of Connecticut state agencies, nothing in this section shall be construed to prohibit the administering of medications by parents or guardians to their own children on school grounds.

(c) School nurses and nurse practitioners appointed by or under contract with any local or regional board of education and any nurse provided to a nonpublic school under the provisions of section 10-217a shall submit to a criminal history records check in accordance with the provisions of section 29-17a.

(d) On and after July 1, 2024, each school nurse or nurse practitioner appointed by or under contract with a local or regional board of education shall complete at least fifteen hours of professional development programs or activities approved and provided by such local or regional board of education, in accordance with the provisions of section 35 of this act, in each two-year period, provided such professional development programs or activities include training and instruction in the implementation of individualized education programs and plans pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time.

Sec. 35. (NEW) (*Effective July 1, 2023*) For the school year commencing July 1, 2024, and each school year thereafter, each local and regional board of education shall annually approve and provide professional development programs or activities for all school nurses and nurse practitioners appointed by or under contract with such board. Each board shall provide such professional development programs or activities related to training and instruction in the implementation of individualized education programs and plans pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time, to any new school nurse or nurse practitioner not later than thirty days after such school nurse or nurse practitioner has been appointed by or entered into a contract with such board.

Sec. 36. (*Effective from passage*) (a) There is established the Building Educational Responsibility with Greater Improvement Networks Commission. The commission shall study (1) issues relating to education funding entitled to local and regional boards of education, charter schools and operators of interdistrict magnet school programs under the provisions of section 10-262h of the general statutes, and section 10-66ee of the general statutes, (2) accountability measures for (A) alliance districts, (B) charter schools, and (C) interdistrict magnet school programs, (3) the adequacy of financial reporting by (A) local and regional boards of education, including financial reporting associated with participation in the state-wide interdistrict public school attendance program, established pursuant to section 10-266aa of the general statutes, (B) the governing councils of state and local charter schools and charter management organizations, and (C) operators of interdistrict magnet school programs, and (4) the financial impact of interdistrict magnet school programs, charter schools and the state-wide interdistrict public school attendance program on local and regional boards of education, including, but not limited to, equalization aid grant amounts, transportation costs, special education services and other general educational costs for children who reside in the school district but do not attend a school under the jurisdiction of the board of education for such school district.

(b) (1) The portion of such study regarding issues relating to education funding entitled to local and regional boards of education, charter schools and interdistrict magnet schools shall include, but need not be limited to, an analysis of and recommendations relating to (A) the compensation, benefits, retention and recruitment of teachers, paraprofessionals and social workers, (B) restrictions on the use of any additional funds received pursuant to section 10-262h of the general statutes, (C) reporting requirements for school districts receiving additional funds provided under the provisions of section 10-262h of the general statutes, (D) optimal class sizes, and (E) the inclusion of special

education as a need factor in the equalization aid grant formula under section 10-262h of the general statutes.

(2) The portion of such study regarding alliance districts shall include, but need not be limited to, (A) an analysis of the process by which alliance district plans are developed by boards of education and are reviewed and approved by the Commissioner of Education, and recommendations for narrowing the focus of or replacing such plans, (B) a consideration of the removal of the withholding of a portion of an alliance district's equalization aid grant under section 10-262u of the general statutes, as amended by this act, (C) the feasibility of creating independent financial audits of the expenditures under the entire budget of boards of education for alliance districts, (D) the feasibility of requiring boards of education for alliance districts to hold hearings on interventions and make annual evaluations of any new programming established in the school district, (E) a consideration of establishing guidelines for the hiring of nonclassroom personnel, and (F) a consideration of interventions that the Department of Education may take in regard to the operations of an alliance district.

(3) The portion of such study regarding charter schools shall include, but need not be limited to, (A) the feasibility of allowing for a full grade expansion of existing charters, including grade expansion, (B) an examination of the impact of moratoriums on the granting of new charters, as well as the approval of new interdistrict magnet school programs, (C) a consideration of the duration of the length of a charter's validity, and (D) an examination of the charter renewal process, including the standards used by the State Board of Education during its determination of whether to renew a charter and the creation of an accountability scale.

(4) The portion of such study regarding interdistrict magnet schools shall include, but need not be limited to, oversight policies for interdistrict magnet school programs operated by regional education

service centers relating to tuition increases, enrollment and funding caps.

(c) The commission shall consist of the following members:

(1) The speaker of the House of Representatives, or the speaker's designee;

(2) Two appointed by the speaker of the House of Representatives, one of whom is a representative of the Connecticut Association of Public School Superintendents and one of whom is a representative of the RESC Alliance;

(3) The president pro tempore of the Senate, or the president pro tempore's designee;

(4) Two appointed by the president pro tempore of the Senate, one of whom is a representative of Special Education Equity for Kids and one of whom is a representative of the Center for Children's Advocacy;

(5) Three appointed by the majority leader of the House of Representatives, one of whom is a representative of the Connecticut School Counselor Association, one of whom is a representative of the Connecticut Education Association and one of whom is a representative of the Connecticut Voices for Children;

(6) Three appointed by the majority leader of the Senate, one of whom is a representative of the American Federation of Teachers-Connecticut, one of whom is a representative of ConnCAN and one of whom is a representative of the School and State Finance Project;

(7) 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 Connecticut Association of School Business

Officials, and one of whom is a member of a local or regional board of education for an alliance district, in consultation with the Connecticut Association of Boards of Education;

(8) Three appointed by the minority leader of the Senate, one of whom is a representative of the Connecticut Charter School Association, one of whom is the executive director of an agricultural science and technology education center and one of whom is a representative of the Connecticut Council of Administrators of Special Education;

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

(10) The Secretary of the Office of Policy and Management, or the secretary's designee.

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

(e) The speaker of the House of Representatives and the president pro tempore of the Senate, or their designees, shall serve as the chairpersons of the commission and shall schedule the first meeting of the commission, which shall be held not later than sixty days after the effective date of this section.

(f) 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 commission.

(g) (1) Not later than February 1, 2024, the commission shall submit a report on the portion of the study described in subdivision (1) of subsection (b) of this section, in accordance with the provisions of section 11-4a of the general statutes, on its findings and recommendations to the joint standing committees of the General

Assembly having cognizance of matters relating to education and appropriations.

(2) Not later than January 15, 2025, the commission shall submit a report on the portion of the study described in subdivisions (2) and (3) of subsection (b) of this section, in accordance with the provisions of section 11-4a of the general statutes, on its findings and recommendations to the joint standing committee of the General Assembly having cognizance of matters relating to education.

(3) The commission shall terminate on the date that it submits the last of such reports or July 1, 2025, whichever is later.

Sec. 37. (NEW) (*Effective July 1, 2023*) Not later than May twentieth of each school year, each local and regional board of education, operator of an interdistrict magnet school program and governing council of a state or local charter school shall annually submit to the Department of Education the number of students enrolled as of April first of such school year for such board, operator or governing council. In the case of a local or regional board of education that (1) is a sending district or receiving district, as those terms are defined in section 10-266aa of the general statutes, as amended by this act, under the state-wide interdistrict public school attendance program, (2) is an operator of an interdistrict magnet school program, or (3) operates an agricultural science and technology educator center, such board shall annually submit to the department the number of students participating in such program as of April first of such school year, separately for in-district and out-of-district students.

Sec. 38. Section 10-262u of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2024*):

(a) As used in this section and section 10-262i:

(1) **[**"Alliance district"**]** <u>"Educational reform district"</u> means a school

district for a town that **[**(A)**]** is among the towns with the **[**thirty-three**]** twenty lowest accountability index scores, as calculated by the Department of Education. **[**, or (B) was previously designated as an alliance district by the Commissioner of Education for the fiscal years ending June 30, 2013, to June 30, 2022, inclusive.**]**

(2) "Legacy alliance district" means a school district for a town that was designated as an alliance district by the Commissioner of Education for the fiscal years ending June 30, 2013, to June 30, 2024, inclusive.

**[**(2)**]** (3) "Accountability index" has the same meaning as provided in section 10-223e.

**[**(3)**]** (4) "Mastery test data of record" has the same meaning as provided in section 10-262f, as amended by this act.

**[**(4) "Educational reform district" means an alliance district that is among the ten lowest accountability index scores when all towns are ranked highest to lowest in accountability index scores.**]**

(b) (1) For the fiscal year ending June 30, 2013, the Commissioner of Education shall designate thirty school districts as alliance reform districts. Any school district designated as an alliance district shall be so designated for a period of five years. On or before June 30, 2016, the Department of Education shall determine if there are any additional alliance districts.

(2) For the fiscal year ending June 30, 2018, the commissioner shall designate thirty-three school districts as alliance districts. Any school district designated as an alliance district shall be so designated for a period of five years.

(3) For the fiscal year ending June 30, 2023, the commissioner shall designate thirty-six school districts as alliance districts. Any school district designated as an alliance district shall be so designated for a

period of **[**five**]** two years.

(4) For the fiscal year ending June 30, 2025, the commissioner shall designate twenty school districts as educational reform districts. Any school district designated as an educational reform district shall be so designated for a period of two years.

(c) (1) For the fiscal year ending June 30, **[**2023, and each fiscal year thereafter, the Comptroller shall withhold from any town that (A) was designated as an alliance district pursuant to subdivision (2) of subsection (b) of this section any increase in funds received over the amount the town received for the fiscal year ending June 30, 2012, pursuant to subsection (a) of section 10-262i, and (B) was designated as an alliance district for the first time pursuant to subdivision (3) of subsection (b) of this section, any increase in funds received over the amount the town received for the fiscal year ending June 30, 2022, pursuant to subsection (a) of section 10-262i.**]** 2025, and each fiscal year thereafter, the Comptroller shall withhold from any town that was designated as an educational reform district pursuant to subdivision (4) of subsection (b) of this section any increase in funds received over the amount the town received for the fiscal year ending June 30, 2012, pursuant to subsection (a) of section 10-262i. The Comptroller shall transfer such funds to the Commissioner of Education.

(2) Upon receipt of an application pursuant to subsection (d) of this section or section 10-156gg, as amended by this act, the Commissioner of Education may pay such funds to the town designated as an **[**alliance**]** educational reform district and such town shall pay all such funds to the local or regional board of education for such town on the condition that such funds shall be expended in accordance with (A) the improvement plan described in subsection (d) of this section, (B) the minority candidate certification, retention or residency year program pursuant to section 10-156gg, as amended by this act, (C) the family resource center program, pursuant to section 10-4o, to establish a family resource center

in each elementary school under the jurisdiction of such board, (D) the provisions of subsection (c) of section 10-262i, and **[**(D)**]** (E) any guidelines developed by the State Board of Education for such funds. Such funds shall be used to improve student achievement and recruit and retain minority teachers in such **[**alliance**]** educational reform district and to offset any other local education costs approved by the commissioner.

(d) The local or regional board of education for a town designated as an **[**alliance**]** educational reform 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**]** an improvement plan that are developed, in part, on the strategic use of student academic performance data. Such improvement 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, 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 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 10-223*l*, (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 school district and the continuous implementation of improvement 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 improvement 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 improvement 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 improvement 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 10-264*l* or subsection (b) of section 10-264o. Each such local and regional board of education shall annually submit such improvement plan to the department.

(e) The State Board of Education may develop guidelines and criteria for the administration of such funds under this section.

(f) The commissioner may withhold such funds if the local or regional board of education fails to comply with the provisions of this section. The commissioner may renew such funding if the local or regional board of education provides evidence that the school district of such board is achieving the objectives and performance targets approved by the commissioner stated in the improvement plan submitted under this section.

(g) Any local or regional board of education receiving funding under this section shall submit an annual expenditure report to the commissioner on such form and in such manner as requested by the commissioner. The commissioner shall determine if (1) the local or regional board of education shall repay any funds not expended in accordance with the approved application, or (2) such funding should be reduced in a subsequent fiscal year up to an amount equal to the amount that the commissioner determines is out of compliance with the provisions of this subsection.

(h) Any balance remaining for each local or regional board of education at the end of any fiscal year shall be carried forward for such local or regional board of education for the next fiscal year.

(i) The local or regional board of education of a school district for a town that is among the fifty towns with the lowest accountability index scores, as calculated by the Department of Education, but has not been designated as an educational reform district by the Commissioner of Education, may request technical assistance or other specialized interventions from the department for the provision of academic support services to students.

Sec. 39. Subdivision (2) of section 10-262f of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2024*):

(2) "Base aid ratio" means for the fiscal year ending June 30, 2018, and each fiscal year thereafter, the sum of (A) one minus the town's wealth adjustment factor, and (B) the town's base aid ratio adjustment factor, if any, except that a town's base aid ratio shall not be less than (i) ten per cent for a town designated as an educational reform district or a legacy alliance district, as those terms are defined in section 10-262u, as amended by this act, or a priority school district, as described in section 10-266p, and (ii) one per cent for a town that is not designated as an alliance district or a priority school district.

Sec. 40. Subdivision (3) of subsection (d) of section 12-18b of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2024*):

(3) Each **[**municipality**]** (A) town designated as an educational reform district or a legacy alliance district pursuant to section 10-262u, as amended by this act, or (B) municipality in which more than fifty per cent of the property is state-owned real property shall be classified as a

tier one municipality.

Sec. 41. Subdivision (2) of subsection (c) of section 10-156gg of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(2) For the fiscal year ending June 30, **[**2023, and each fiscal year thereafter**]** 2024, the Commissioner of Education shall withhold from an alliance district, from the funds transferred by the Comptroller pursuant to subsection (c) of section 10-262u, as amended by this act, ten per cent of any increase in such funds that such alliance district **[**receives**]** received for the fiscal year ending June 30, 2021, over the amount of such funds that it received for the fiscal year ending June 30, 2020. The department shall use such funds to make a payment to such alliance district and such alliance district shall expend such payment for any of the costs described in subsection (e) of this section.

Sec. 42. Section 370 of public act 22-118 is repealed and the following is substituted in lieu thereof (*Effective from passage*):

(a) There is established a working group to study and make recommendations related to indoor air quality within school buildings. Such recommendations shall include, but need not be limited to:

(1) The optimal humidity and temperature ranges to ensure healthy air and promote student learning;

(2) Threshold school air quality emergency conditions warranting temporary school closures based on the presence of insufficient heat, an excessive combination of indoor temperature and humidity levels, or some other thresholds;

(3) Criteria for rating the priority of heating, ventilation and air conditioning repair and remediation needs, including the public health condition and needs of the students attending a school;

(4) Optimal heating, ventilation and air conditioning system performance benchmarks for minimizing the spread of infectious disease;

(5) Protocols to be used by school districts to receive, investigate and address complaints or evidence of mold, pest infestation, hazardous odors or chemicals and poor indoor air-quality;

(6) The frequency with which local and regional boards of education should be providing for a uniform inspection and evaluation program of the indoor air quality within school buildings, such as the Environmental Protection Agency's Indoor Air Quality Tools for Schools Program, and whether such program should be provided for at all schools or only at those constructed before or after a certain date;

(7) Best practices for the proper maintenance of heating, ventilation and air conditions systems in school buildings, including the frequency and scope of such maintenance;

(8) A system of equitable distribution of funds, based on need, under the heating, ventilation and air conditioning system grant program pursuant to section 10-265r of the general statutes;

(9) Ways to make the reports and results of the uniform inspections and evaluations of the indoor air quality and heating, ventilation and air conditioning systems of school buildings, conducted pursuant to section 10-220 of the general statutes, as amended by this act, accessible and searchable;

**[**(8)**]** (10) Any other criteria affecting school indoor air quality; and

**[**(9)**]** (11) Proposals for legislation to carry out any of the recommendations of the working group.

(b) The working group shall consist of the following members:

(1) Three appointed by the president pro tempore of the Senate, one of whom is a representative of ConnectiCOSH, one of whom is a representative of the Associated Sheet Metal and Roofing Contractors of Connecticut, and one of whom is a member of the Senate;

(2) Three appointed by the speaker of the House of Representatives, one of whom is a specialist in the field of children's health, one of whom **[**shall**]** is a representative of the Connecticut State Building Trades Council, and one of whom is a member of the House of Representatives;

(3) Two appointed by the majority leader of the Senate, one of whom is a representative of the American Federation of Teachers-Connecticut and one of whom is a representative of the Connecticut Association of Public School Superintendents;

(4) Two appointed by the majority leader of the House of Representatives, one of whom is a representative of the Connecticut Education Association and one of whom is a representative of the Connecticut Association of Boards of Education;

(5) Two appointed by the minority leader of the Senate, one of whom is a specialist in the field of medicine on respiratory health and one of whom is a representative of the Council of Small Towns;

(6) Two appointed by the minority leader of the House, one of whom is an industrial hygienist and one of whom is a representative of the Mechanical Contractors of Connecticut;

(7) Two appointed by the Governor, one of whom is a school nurse and one of whom is a representative of the Connecticut Conference of Municipalities;

(8) The Secretary of the Office of Policy and Management, or the Secretary's designee;

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

(10) The Commissioner of Administrative Services, or the commissioner's designee;

(11) The Labor Commissioner, or the commissioner's designee;

(12) The Commissioner of Public Health, or the commissioner's designee;

(13) The Commissioner of Consumer Protection, or the commissioner's designee; and

(14) The Commissioner of Energy and Environmental Protection, or the commissioner's designee.

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

(d) The member of the Senate appointed by the president pro tempore of the Senate pursuant to subdivision (1) of subsection (b) of this section and the member of the House of **[**Representative**]** Representatives appointed by the speaker of the House of Representatives pursuant to subdivision (2) of subsection (b) of this section shall serve as the chairpersons of the working group. Such chairpersons shall schedule the first meeting of the working group, which shall be held not later than sixty days after the effective date of this section.

(e) Not later than **[**January 4, 2023**]** July 1, 2024, the working group shall submit a report on its findings and recommendations to the Governor and the joint standing committees of the General Assembly having cognizance of matters relating to education, labor and public health, in accordance with the provisions of section 11-4a of the general

statutes. The working group shall terminate on **[**January 4, 2023**]** July 1, 2024, or on the submission of the report, whichever is later.

Sec. 43. (NEW) (*Effective July 1, 2023*) (a) The Department of Administrative Services shall develop a standard school building indoor air quality reporting form to be used by local and regional boards of education when conducting a uniform inspection and evaluation program of the indoor air quality within a school building pursuant to subdivision (2) of subsection (d) of section 10-220 of the general statutes, as amended by this act. The department shall make such form available on its Internet web site.

(b) The department shall develop a standard school building heating, ventilation and air conditioning system reporting form to be used by local and regional boards of education when conducting a uniform inspection and evaluation of the heating, ventilation and air conditioning system within a school building pursuant to subdivision (3) of subsection (d) of section 10-220 of the general statutes, as amended by this act. The department shall make such form available on its Internet web site.

(c) The department may consult with representatives from the indoor air quality and heating, ventilation and air conditioning industry to develop the standard reporting forms described in this section.

Sec. 44. Subsection (d) of section 10-220 of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(d) (1) As used in this subsection:

(A) "Certified testing, adjusting and balancing technician" means a technician certified to perform testing, adjusting and balancing of heating, ventilation and air conditioning systems by the Associated Air Balance Council, the National Environmental Balancing Bureau or the

Testing, Adjusting and Balancing Bureau, or an individual training under the supervision of a Testing, Adjusting and Balancing Bureau certified technician or a person certified to perform ventilation assessments of heating, ventilation and air conditioning systems through a certification body accredited by the American National Standards Institute;

(B) "Heating, ventilation and air conditioning system" means the equipment, distribution network, controls and terminals that provide, either collectively or individually, heating, ventilation or air conditioning to a building; and

(C) "Indoor air quality" has the same meaning as used by the United States Department of Labor Occupational Safety and Health Administration Standard Number 1910.1000 "OSHA Policy on Indoor Air Quality".

(2) **[**Prior to January 1, 2008, and every three years thereafter, for every school building that is or has been constructed, extended, renovated or replaced on or after January 1, 2003**]** On and after January 1, 2024, and annually thereafter, a local or regional board of education shall provide for a uniform inspection and evaluation program of the indoor air quality within **[**such buildings, such as**]** each school building using the Environmental Protection Agency's Indoor Air Quality Tools for Schools Program. The inspection and evaluation program shall include, but not be limited to, a review, inspection or evaluation of the following: (A) The heating, ventilation and air conditioning systems; (B) radon levels in the air; (C) potential for exposure to microbiological airborne particles, including, but not limited to, fungi, mold and bacteria; (D) chemical compounds of concern to indoor air quality including, but not limited to, volatile organic compounds; (E) the degree of pest infestation, including, but not limited to, insects and rodents; (F) the degree of pesticide usage; (G) the presence of and the plans for removal of any hazardous substances that are contained on the list

prepared pursuant to Section 302 of the federal Emergency Planning and Community Right-to-Know Act, 42 USC 9601 et seq.; (H) ventilation systems; (I) plumbing, including water distribution systems, drainage systems and fixtures; (J) moisture incursion; (K) the overall cleanliness of the facilities; (L) building structural elements, including, but not limited to, roofing, basements or slabs; (M) the use of space, particularly areas that were designed to be unoccupied; and (N) the provision of indoor air quality maintenance training for building staff. Local and regional boards of education conducting evaluations pursuant to this subsection shall (i) make available for public inspection the results of the inspection and evaluation at a regularly scheduled board of education meeting and on the **[**board's or each individual school's web site**]** Internet web site of such board and on the Internet web site, if any, of each individual school, and (ii) submit the report and results of such inspection and evaluation to the Department of Administrative Services using the form developed pursuant to section 43 of this act.

(3) Prior to January 1, **[**2024**]** 2025, and every five years thereafter, a local or regional board of education shall provide for a uniform inspection and evaluation of the heating, ventilation and air conditioning system within each school building under its jurisdiction. Such inspection and evaluation shall be performed by a certified testing, adjusting and balancing technician, an industrial hygienist certified by the American Board of Industrial Hygiene or the Board for Global EHS Credentialing, or a mechanical engineer. Such heating, ventilation and air conditioning systems inspection and evaluation shall include, but need not be limited to: (A) Testing for maximum filter efficiency, (B) physical measurements of outside air delivery rate, (C) verification of the appropriate condition and operation of ventilation components, (D) measurement of air distribution through all system inlets and outlets, (E) verification of unit operation and that required maintenance has been performed in accordance with the most recent indoor ventilation standards promulgated by the American Society of Heating,

Refrigerating and Air-Conditioning Engineers, (F) verification of control sequences, (G) verification of carbon dioxide sensors and acceptable carbon dioxide concentrations indoors, and (H) collection of field data for the installation of mechanical ventilation if none exist. The ventilation systems inspection and evaluation shall identify to what extent each school's current ventilation system components, including any existing central or noncentral mechanical ventilation system, are operating in such a manner as to provide appropriate ventilation to the school building in accordance with most recent indoor ventilation standards promulgated by the American Society of Heating, Refrigerating and Air-Conditioning Engineers. The inspection and evaluation shall result in a written report, and such report shall include any corrective actions necessary to be performed to the mechanical ventilation system or the heating, ventilation and air conditioning infrastructure, including installation of filters meeting the most optimal level of filtration available for a given heating, ventilation and air conditioning system, installation of carbon dioxide sensors and additional maintenance, repairs, upgrades or replacement. Any such corrective actions shall be performed, where appropriate, by a contractor, who is licensed in accordance with chapter 393. Any local or regional board of education conducting an inspection and evaluations pursuant to this subsection shall (i) make available for public inspection the results of such inspection and evaluation at a regularly scheduled meeting of such board and on the Internet web site of such board and on the Internet web site, if any, of each individual school, and (ii) submit the report and results of such inspection and evaluation to the Department of Administrative Services using the form developed pursuant to section 43 of this act. A local or regional board of education shall not be required to provide for a uniform inspection and evaluation under this subdivision for any school building that will cease to be used as a school building within the three years from when such inspection and evaluation is to be performed. Any local or regional board of education that has provided for an inspection that was performed in a

different format, but is deemed equivalent by the department, may use such inspection in lieu of a uniform inspection and evaluation under this subdivision. The Department of Administrative Services may, upon request of a local or regional board of education, grant a waiver of the January 1, 2025, deadline for the provision of a uniform inspection and evaluation under this subdivision if the department finds that (I) there is an insufficient number of certified testing, adjusting and balancing technicians, industrial hygienists certified by the American Board of Industrial Hygiene or the Board for Global EHS Credentialing or mechanical engineers to perform such inspection and evaluation, or (II) such board has scheduled such inspection and evaluation for a date after January 1, 2025. Such waiver shall be valid for one year.

Sec. 45. (NEW) (*Effective July 1, 2023*) On or before July 1, 2024, the Commissioner of Public Health shall develop guidelines regarding the establishment of an optimal thermal comfort range of sixty-five to eighty degrees Fahrenheit for school buildings and facilities, except that gymnasiums and natatoriums may have a larger optimal thermal comfort range.

Sec. 46. (NEW) (*Effective July 1, 2023*) (a) As used in this section:

(1) "Alliance district" has the same meaning as provided in section 10-262u of the general statutes, as amended by this act;

(2) "Private entity" means any individual, corporation, general partnership, limited partnership, limited liability partnership, joint venture, nonprofit organization or other business entity;

(3) "Public-private partnership" means the relationship established between the local or regional board of education for a town designated as an alliance district, a community college and a private entity for the purpose of implementing a pathways in technology early college high school program; and

(4) "Pathways in technology early college high school program" means a program of instruction in which students in grades nine to twelve, inclusive, complete high school and college-level coursework while simultaneously engaging in industry-guided workforce development.

(b) For the fiscal year ending June 30, 2024, and each fiscal year thereafter, the Department of Education shall annually issue a request for proposals to local and regional boards of education for towns designated as alliance districts for the establishment of a new public-private partnership or the enhancement of an existing pathways in technology early college high school program. The department shall review such proposals and award a grant to two such boards for the costs associated with the establishment of a new public-private partnership or enhancement of a pathways in technology early college high school program.

Sec. 47. (NEW) (*Effective July 1, 2023*) As used in this section, sections 48 to 55, inclusive, of this act and sections 71 and 74 of this act:

(1) "School climate" means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.

(2) "Social and emotional learning" means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

(3) "Emotional intelligence" means the ability to (A) perceive, recognize and understand emotions in oneself or others, (B) use

emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.

(4) "Bullying" means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

(5) "School environment" means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.

(6) "Cyberbullying" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.

(7) "Teen dating violence" means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

(8) "Mobile electronic device" means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or

transmitted.

(9) "Electronic communication" means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

(10) "School climate improvement plan" means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.

(11) "Restorative practices" means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

(12) "School climate survey" means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.

(13) "Connecticut school climate policy" means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and

Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.

(14) "School employee" means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.

(15) "School community" means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

(16) "Challenging behavior" means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

Sec. 48. (NEW) (*Effective July 1, 2023*) The Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, shall convene a subcommittee of said collaborative to (1) not later than February 1, 2024, develop Connecticut school climate standards based on nationally recognized school climate research and best

practices, (2) create a uniform bullying complaint form to be included by the Department of Education on its Internet web site and by local and regional boards of education on each board's Internet web site and in each board's student handbooks, and (3) provide guidance to local and regional boards of education on the implementation of the Connecticut school climate policy.

Sec. 49. (NEW) (*Effective July 1, 2023*) (a) For the school years commencing July 1, 2023, and July 1, 2024, each local and regional board of education may adopt and implement the Connecticut school climate policy in accordance with the provisions of sections 47 to 55, inclusive, of this act, in lieu of implementing the provisions of sections 10-222d, 10-222g to 10-222i, inclusive, 10-222k and 10-222p of the general statutes.

(b) For the school year commencing July 1, 2025, and each school year thereafter, each local and regional board of education shall adopt and implement the Connecticut school climate policy in accordance with the provisions of sections 47 to 55, inclusive, of this act.

Sec. 50. (NEW) (*Effective July 1, 2023*) For the school year commencing July 1, 2025, and each school year thereafter, the superintendent of schools for each school district, or an administrator appointed by the superintendent, shall serve as the school climate coordinator for the school district. The school climate coordinator shall be responsible for (1) providing district-level leadership and support for the implementation of the school climate improvement plan for each school, developed pursuant to section 54 of this act, (2) collaborating with the school climate specialist, as described in section 51 of this act, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication the district student handbook, (3) collecting and maintaining data regarding school climate improvement,

including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types of bullying complaints submitted by members of the school community, types of challenging behavior addressed using the restorative practices response policy, adopted pursuant to section 74 of this act, and data concerning the implementation of restorative practices, and (4) meeting with the school climate specialist for each school at least twice during the school year to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, (B) propose recommendations for revisions to the school climate improvement plan, and (C) assist with the completion of the school climate survey.

Sec. 51. (NEW) (*Effective July 1, 2023*) For the school year commencing July 1, 2025, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section 10-145 of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school. The school climate specialist shall be responsible for (1) leading in the prevention, identification and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment, (2) implementing evidence and research-based interventions, including, but not limited to, restorative practices, (3) scheduling meetings for and leading the school climate committee, as described in section 52 of this act, and (4) leading the implementation of the school climate improvement plan, developed pursuant to section 54 of this act.

Sec. 52. (NEW) (*Effective July 1, 2023*) (a) For the school year commencing July 1, 2025, and each school year thereafter, each school

climate specialist, as described in section 51 of this act, shall appoint members to the school climate committee who are racially, culturally and linguistically diverse and representative of various roles in the school community. The school climate committee shall consist of (1) the school climate specialist, (2) a teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b of the general statutes, (3) a demographically representative group of students enrolled at the school, as developmentally appropriate, (4) families of students enrolled at the school, and (5) other members of the school community, as determined by the school climate specialist. Membership of the school climate committee shall be annually reviewed and approved by the school climate specialist, in coordination with the school climate coordinator, as described in section 50 of this act.

(b) The school climate committee shall be responsible for (1) assisting in the development, annual scheduling and administration of the school climate survey, pursuant to section 53 of this act, and reviewing of the school climate survey data, (2) using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan, developed pursuant to section 54 of this act, (3) assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan, (4) advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community, (5) annually providing notice of the uniform bullying complaint form created pursuant to section 48 of this act, or similar complaint form used by the school, to the school community, and (6) engaging the school community, at community meetings held at least twice during the school year, in the implementation of the school climate improvement plan.

Sec. 53. (NEW) (*Effective July 1, 2023*) For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, as described in section 52 of this act, for each school shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

Sec. 54. (NEW) (*Effective July 1, 2023*) For the school year commencing July 1, 2025, and each school year thereafter, the school climate specialist, as described in section 51 of this act, for each school, in collaboration with the school climate coordinator, as described in section 50 of this act, shall develop, and update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, administered pursuant to section 53 of this act, any recommendations from the school climate committee, as described in section 52 of this act, the protocols and supports, described in section 71 of this act and any other data the school climate specialist and school climate coordinator deemed relevant. Such plan shall be submitted to the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to challenging behavior.

Sec. 55. (NEW) (*Effective July 1, 2023*) For the school year commencing July 1, 2024, and each school year thereafter, each local and regional board of education shall provide resources and training regarding social and emotional learning, school climate and culture and evidence and research-based interventions, including, but not limited to, restorative practices to school employees. Such resources and training may be made available at each school under the jurisdiction of such board and include

technical assistance in the implementation of a school climate improvement plan. Any school employee may participate in any such training offered by the board under this section. The school climate coordinator, as described in section 50 of this act, shall select, and approve, the individuals or organizations that will provide such training.

Sec. 56. Subsection (c) of section 10-10g of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2025*):

(c) For the school year commencing July 1, 2020, and each school year thereafter, the Department of Education shall disseminate the information published pursuant to subsection (b) of this section to each local and regional board of education. Each local and regional board of education shall require the provision of such information to any (1) student or parent or guardian of a student who expresses to a school employee, as defined in section **[**10-222d**]** 47 of this act, that such student or parent or guardian or a person residing with such student or parent or guardian does not feel safe at home due to domestic violence, and (2) parent or guardian of a student who authorizes the transfer of such student's education records to another school.

Sec. 57. Subsection (c) of section 10-145a of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2025*):

(c) Any candidate in a program of teacher preparation leading to professional certification shall complete a school violence, bullying, as defined in section **[**10-222d**]** 47 of this act, and suicide prevention and conflict resolution component of such a program.

Sec. 58. Subdivision (1) of subsection (e) of section 10-145o of the general statutes is repealed and the following is substituted in lieu

thereof (*Effective July 1, 2025*):

(e) (1) Beginning teachers shall satisfactorily complete instructional modules in the following areas: (A) Classroom management and climate, which shall include training regarding the prevention, identification and response to **[**school**]** bullying, as defined in section **[**10-222d**]** 47 of this act, and the prevention of and response to youth suicide; (B) lesson planning and unit design; (C) delivering instruction; (D) assessing student learning; and (E) professional practice. Beginning teachers shall complete two modules in their first year in the program and three modules in their second year in the program, except as otherwise provided by the Commissioner of Education, or as provided for in subsection (h) of this section.

Sec. 59. Section 10-212e of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2025*):

No claim for damages shall be made against a town, local or regional board of education or school employee, as defined in section **[**10-222d**]** 47 of this act, for any injury or damage resulting from the provision of food or dietary supplements by a parent or guardian, or a person designated by such parent or guardian, on school grounds to a student with glycogen storage disease under an individualized health care and glycogen storage disease action plan, pursuant to section 10-212c.

Sec. 60. Subsection (a) of section 10-220a of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2025*):

(a) Each local or regional board of education shall provide an in-service training program for its teachers, administrators and pupil personnel who hold the initial educator, provisional educator or professional educator certificate. Such program shall provide such teachers, administrators and pupil personnel with information on (1)

the nature and the relationship of alcohol and drugs, as defined in subdivision (17) of section 21a-240, to health and personality development, and procedures for discouraging their abuse, (2) health and mental health risk reduction education that includes, but need not be limited to, the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, as defined in section 19a-581, violence, teen dating violence, domestic violence and child abuse, (3) school violence prevention, conflict resolution, the prevention of and response to youth suicide and the identification and prevention of and response to bullying, as defined in **[**subsection (a) of section 10-222d**]** section 47 of this act, except that those boards of education that implement any evidence-based model approach that is approved by the Department of Education and is consistent with subsection (c) of section 10-145a, as amended by this act, **[**sections 10-222d, 10-222g and 10-222h,**]** subsection (g) of section 10-233c and sections 1 and 3 of public act 08-160, shall not be required to provide in-service training on the identification and prevention of and response to bullying, (4) cardiopulmonary resuscitation and other emergency life saving procedures, (5) the requirements and obligations of a mandated reporter, (6) the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, as defined in section 10-3d, (7) culturally responsive pedagogy and practice, including, but not limited to, the video training module relating to implicit bias and anti-bias in the hiring process in accordance with the provisions of section 10-156hh, and (8) the principles and practices of social-emotional learning and restorative practices. Each local or regional board of education may allow any paraprofessional or noncertified employee to participate, on a voluntary basis, in any in-service training program provided pursuant to this section.

Sec. 61. Section 10-222j of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2025*):

The Department of Education shall provide, within available appropriations, annual training to school employees, as defined in section **[**10-222d**]** 47 of this act, except those school employees who hold professional certification pursuant to section 10-145b unless such school employee who holds professional certification is the **[**district safe school climate coordinator, the safe school climate specialist or a member of the safe school climate committee, as described in section 10-222k**]** school climate coordinator, as described in section 50 of this act, the school climate specialist, as described in section 51 of this act, or a member of the school climate committee, as described in section 52 of this act, on the prevention, identification and response to **[**school**]** bullying and teen dating violence, as defined in section **[**10-222d**]** 47 of this act, and the prevention of and response to youth suicide. Such training may include, but not be limited to, (1) developmentally appropriate strategies to prevent bullying and teen dating violence among students in school and outside of the school setting, (2) developmentally appropriate strategies for immediate and effective interventions to stop bullying and teen dating violence, (3) information regarding the interaction and relationship between students committing acts of bullying and teen dating violence, students against whom such acts of bullying and teen dating violence are directed and witnesses of such acts of bullying and teen dating violence, (4) research findings on bullying and teen dating violence, such as information about the types of students who have been shown to be at-risk for bullying and teen dating violence in the school setting, (5) information on the incidence and nature of cyberbullying, as defined in section **[**10-222d**]** 47 of this act, (6) Internet safety issues as they relate to cyberbullying, or (7) information on the incidence of youth suicide, methods of identifying youths at risk of suicide and developmentally appropriate strategies for effective interventions to prevent youth suicide. Such training may be presented in person by mentors, offered in state-wide workshops or through on-line courses.

Sec. 62. Section 10-222*l* of the general statutes is repealed and the

following is substituted in lieu thereof (*Effective July 1, 2025*):

(a) No claim for damages shall be made against a school employee, as defined in section **[**10-222d**]** 47 of this act, who reports, investigates and responds to bullying or teen dating violence, as defined in section **[**10-222d**]** 47 of this act, in accordance with the provisions of the **[**safe school climate plan, described in section 10-222d**]** school climate improvement plan, as described in section 54 of this act, if such school employee was acting in good faith in the discharge of his or her duties or within the scope of his or her employment. The immunity provided in this subsection does not apply to acts or omissions constituting gross, reckless, wilful or wanton misconduct.

(b) No claim for damages shall be made against a student, parent or guardian of a student or any other individual who reports an act of bullying or teen dating violence to a school employee, in accordance with the provisions of the **[**safe school climate plan described in section 10-222d**]** school climate improvement plan, if such individual was acting in good faith. The immunity provided in this subsection does not apply to acts or omissions constituting gross, reckless, wilful or wanton misconduct.

(c) No claim for damages shall be made against a local or regional board of education that implements the **[**safe school climate plan, described in section 10-222d,**]** school climate improvement plan and reports, investigates and responds to bullying or teen dating violence, as defined in section **[**10-222d**]** 47 of this act, if such local or regional board of education was acting in good faith in the discharge of its duties. The immunity provided in this subsection does not apply to acts or omissions constituting gross, reckless, wilful or wanton misconduct.

Sec. 63. Subsection (b) of section 10-222m of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2025*):

(b) For the school year commencing July 1, 2014, and each school year thereafter, each local and regional board of education shall establish a school security and safety committee at each school under the jurisdiction of such board. The school security and safety committee shall be responsible for assisting in the development of the school security and safety plan for the school and administering such plan. Such school security and safety committee shall consist of a local police officer, a local first responder, a teacher and an administrator employed at the school, a mental health professional, as defined in section 10-76t, a parent or guardian of a student enrolled in the school and any other person the board of education deems necessary. Any parent or guardian serving as a member of a school security and safety committee shall not have access to **[**any**]** information reported to such committee **[**, pursuant to subparagraph (c) of subdivision (2) of subsection (c) of section 10-222k**]** that would result in a violation of the Family Educational Rights and Privacy Act of 1974, 20 USC 1232g, as amended from time to time.

Sec. 64. Subsection (a) of section 10-222n of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2025*):

(a) Not later than January 1, 2014, the Department of Emergency Services and Public Protection, in consultation with the Department of Education, shall develop school security and safety plan standards. Not later than January 1, 2020, and every three years thereafter, the Department of Emergency Services and Public Protection, in consultation with the Department of Education, shall reevaluate and update the school security and safety plan standards. The school security and safety plan standards shall be an all-hazards approach to emergencies at public schools and shall include, but not be limited to, (1) involvement of local officials, including the chief executive officer of the municipality, the superintendent of schools, law enforcement, fire, public health, emergency management and emergency medical

services, in the development of school security and safety plans, (2) a command center organization structure based on the federal National Incident Management System and a description of the responsibilities of such command center organization, (3) a requirement that a school security and safety committee be established at each school, in accordance with the provisions of section 10-222m, as amended by this act, (4) crisis management procedures, (5) a requirement that local law enforcement and other local public safety officials evaluate, score and provide feedback on fire drills and crisis response drills, conducted pursuant to section 10-231, (6) a requirement that local and regional boards of education annually submit reports to the Department of Emergency Services and Public Protection regarding such fire drills and crisis response drills, (7) procedures for managing various types of emergencies, (8) a requirement that each local and regional board of education conduct a security and vulnerability assessment for each school under the jurisdiction of such board every two years and develop a school security and safety plan for each such school, in accordance with the provisions of section 10-222m, as amended by this act, based on the results of such assessment, (9) a requirement that the **[**safe school climate committee for each school, established pursuant to section 10-222k**]** school climate committee, as described in section 52 of this act, collect and evaluate information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying, as defined in section **[**10-222d**]** 47 of this act, and report such information, as necessary, to the **[**district safe school climate coordinator, described in section 10-222k**]** school climate coordinator, as described in section 50 of this act, and the school security and safety committee for the school, established pursuant to section 10-222m, as amended by this act, and (10) a requirement that the school security and safety plan for each school provide an orientation on such school security and safety plan to each school employee, as defined in section **[**10-222d**]** 47 of this act, at such school and provide violence prevention training in a manner prescribed in such school security and safety plan. The Department of

Emergency Services and Public Protection shall make such standards available to local officials, including local and regional boards of education, and the Department of Education shall distribute such standards to all public schools within the state.

Sec. 65. Subsection (a) of section 10-222q of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2025*):

(a) There is established a social and emotional learning and school climate advisory collaborative. The collaborative shall (1) collect information concerning the school climate improvement efforts of local and regional boards of education, (2) document any needs articulated by local and regional boards of education for technical assistance and training relating to fostering positive school climates, (3) identify best practices for promoting positive school climates, (4) direct resources to support state-wide and local initiatives on issues relating to fostering and improving positive school climates and improving access to social and emotional learning in schools, (5) develop an assessment for screening students in grades three to twelve, inclusive, to determine whether such students are at risk for suicide, (6) develop a biennial state-wide school climate survey, as described in subsection (c) of section 2 of public act 19-166, (7) **[**develop a model positive school climate policy, as described in subsection (a) of section 2 of public act 19-166**]** adopt a Connecticut school climate policy, as defined in section 47 of this act, (8) develop a plain language explanation of the rights and remedies available under sections 10-4a and 10-4b for distribution to parents and guardians, **[**pursuant to subdivision (2) of subsection (c) of section 10-222d,**]** and provide such explanation to each local and regional board of education not later than January 1, 2021, and (9) perform other functions concerning social and emotional learning and fostering positive school climates.

Sec. 66. Section 10-222w of the general statutes is repealed and the

following is substituted in lieu thereof (*Effective July 1, 2025*):

Not later than January 1, 2022, the Social Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q, as amended by this act, shall convene a working group to (1) review sections 10-222d to 10-222p, inclusive, of the general statutes, revision of 1958, revised to January 1, 2021, relating to bullying and safe school climate plans, (2) make recommendations concerning (A) amendments to said sections 10-222d to 10-222p, inclusive, of the general statutes, revision of 1958, revised to January 1, 2021, and (B) the inclusion of restorative practices in safe school climate plans, **[**and (C) state-wide adoption of the National School Climate Standards,**]** and (3) provide technical assistance and support to local and regional boards of education in adopting and implementing the Connecticut Model School Climate Policy, policy number 5131.914. The Social Emotional Learning and School Climate Advisory Collaborative may consult with or include representatives from the national Collaborative for Academic, Social, and Emotional Learning as members of the working group in implementing the provisions of this section.

Sec. 67. Subsection (o) of section 10-236b of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2025*):

(o) (1) Each local or regional board of education shall provide training regarding the physical restraint and seclusion of students to the members of the crisis intervention team for each school in the district, identified pursuant to subdivision (2) of this subsection. A local or regional board of education may provide such training to any teacher, as defined in section 10-144d, administrator, as defined in section 10-144e, school paraprofessional or other school employee, as defined in section **[**10-222d**]** 47 of this act, designated by the school principal and who has direct contact with students. Such training shall be provided during the school year commencing July 1, 2017, and each school year

thereafter, and shall include, but not be limited to:

(A) An overview of the relevant laws and regulations regarding the use of physical restraint and seclusion on students and the proper uses of physical restraint and seclusion. For the school year commencing July 1, 2017, and annually thereafter, such overview shall be provided by the Department of Education, in a manner and form as prescribed by the Commissioner of Education;

(B) The creation of a plan by which each local and regional board of education shall provide training regarding the prevention of incidents requiring physical restraint or seclusion of students. Such plan shall be implemented not later than July 1, 2018. The Department of Education may, within available appropriations, provide ongoing monitoring and support to local or regional boards of education regarding the formulation and implementation of the plan; and

(C) The creation of a plan by which each local or regional board of education shall provide training regarding the proper means of physical restraint or seclusion of a student, including, but not limited to, (i) various types of physical restraint and seclusion; (ii) the differences between life-threatening physical restraint and other varying levels of physical restraint; (iii) the differences between permissible physical restraint and pain compliance techniques; and (iv) monitoring methods to prevent harm to a student who is physically restrained or in seclusion. Such plan shall be implemented not later than July 1, 2018;

(2) For the school year commencing July 1, 2017, and each school year thereafter, each local and regional board of education shall require each school in the district to identify a crisis intervention team consisting of any teacher, as defined in section 10-144d, administrator, as defined in section 10-144e, school paraprofessional or other school employee, as defined in section **[**10-222d**]** 47 of this act, designated by the school principal and who has direct contact with students. Such teams shall

respond to any incident in which the use of physical restraint or seclusion may be necessary as an emergency intervention to prevent immediate or imminent injury to a student or to others. Each member of the crisis intervention team shall be recertified in the use of physical restraint and seclusion pursuant to subparagraph (C) of subdivision (1) of this subsection or chapter 814e on an annual basis. Each local and regional board of education shall maintain a list of the members of the crisis intervention team for each school.

Sec. 68. Subdivision (33) of section 12-81 of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2025*):

(33) Musical instruments, radios, television sets, cellular mobile telephones, computers and mobile electronic devices, as defined in section **[**10-222d**]** 47 of this act, used by and belonging to any family;

Sec. 69. Subsection (c) of section 17a-52a of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2025*):

(c) The director of health for each local health department and district department of health shall determine the eligibility criteria for participation in the youth suicide prevention training program. Participants shall be members of the following groups within such district: (1) Employees of such local health department and district department of health, (2) employees of youth service bureaus established pursuant to section 10-19m, (3) school employees, as defined in section **[**10-222d**]** 47 of this act, (4) employees and volunteers of youth-serving organizations, (5) employees and volunteers of operators of youth athletic activities, as defined in section 21a-432, (6) employees of municipal social service agencies, (7) members of paid municipal or volunteer fire departments, and (8) members of local police departments. With respect to school employees, such training program

may be included as part of an in-service training program provided pursuant to section 10-220a, as amended by this act.

Sec. 70. Subdivision (1) of subsection (c) of section 17a-453h of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2025*):

(c) (1) For the school year commencing July 1, **[**2014**]** 2025, the Commissioner of Mental Health and Addiction Services shall provide mental health first aid training to any person appointed to serve as the **[**district safe school climate coordinator, pursuant to section 10-222k**]** school climate coordinator, as described in section 50 of this act. Each such **[**district safe**]** school climate coordinator shall successfully complete such mental health first aid training.

Sec. 71. (NEW) (*Effective July 1, 2023*) A school climate improvement plan developed pursuant to section 54 of this act shall align with the Connecticut school climate standards, developed pursuant to section 48 of this act, and include protocols and supports to enhance classroom safety and address challenging behavior. At a minimum, such protocols and supports shall specify:

(1) The contact information of an administrator designated by the school climate specialist, as described in section 51 of this act, to be notified by school employees of any incidents of challenging behavior that results in student discipline or removal from the classroom, and the contact information of any other administrator or school employee to be notified of such incidents in the absence of the designated administrator;

(2) The process by which the designated administrator will assess the facts, severity and intentionality of an incident of challenging behavior;

(3) Each designated location to which a student may be sent pursuant to section 10-233b of the general statutes when a student is temporarily removed from a classroom and the supports such student may receive

at such location, including, but not limited to, intervention from a school employee trained to provide such intervention, therapeutic resources, available mental health supports, instructional materials and technology or other resources to address the temporary needs of such student;

(4) Ways to address challenging behavior, enhance resiliency, increase the use of de-escalation strategies and improve social and emotional skills, which may include, but is not limited to, the use of training, therapeutic mental health supports, restorative practices or trauma-informed instructional strategies;

(5) The safeguards established to ensure that any supports, services or interventions provided under this section to any student who receives special education or accommodation for a disability comply with the provisions of sections 10-76d and 10-236b of the general statutes, as amended by this act, the requirements of Section 504 of the Rehabilitation Act of 1973, as amended from time to time, the Individuals with Disabilities Education Act, 20 USC 1400 et seq., as amended from time to time, and such student's individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973;

(6) Tiered responses, based on level of impact or frequency of occurrence, to incidents of challenging behavior that (A) require temporarily clearing a classroom or removing a majority of students to reduce likelihood of injury, (B) indicate credible intention to cause bodily harm to self or others, or (C) result in an injury that requires medical attention beyond basic first aid, or less severe injuries caused by the same person on more than one occasion, verified by the school nurse or other medical professional. Such tiered responses shall include, but need not be limited to, the following:

(i) For a single such incident, the school principal shall notify the

parents or guardians of each student involved in such incident in a manner that complies with the requirements of the Family Educational Rights and Privacy Act, 20 USC 1232g, as amended from time to time;

(ii) For a subsequent such incident, the school principal shall invite the parents or guardians of each student involved in such incident to a meeting, either in person at the school or virtually, to discuss the specific supports or interventions that are applicable to such student, including, but not limited to, restorative practices;

(iii) For multiple subsequent such incidents or a single such incident that causes severe harm, the school principal shall provide notice to the parents or guardians of each student involved in such incident of other resources for supports and interventions, including, but not limited to, the 2-1-1 Infoline program, services or programs available through the Behavioral Health Partnership, established pursuant to section 17a-22h of the general statutes or other resources for professional services, support or crisis intervention.

(7) A requirement for the superintendent of schools to submit, at least annually, to the local or regional board of education a report concerning the number of incidents, as described in subdivision (6) of this section, that occurred during the prior year, the grade level of each student involved in such incidents and the supports, services or interventions provided in response to such incidents to address the needs of students and school employees. Such report shall be produced in a manner that does not result in the disclosure of data identifiable to individual students in accordance with the Family Educational Rights and Privacy Act, 20 USC 1232g, as amended from time to time, and the Department of Education's data suppression guidelines;

(8) A prohibition on the discrimination or retaliation against any person who reports or assists in the investigation of an incident of challenging behavior, as described in subdivision (6) of this section;

(9) For incidents of challenging behavior, as described in subdivision (6) of this section, (A) a requirement for a meeting between an administrator and the school employee who witness such incident, not later than two days after the date such incident occurred, to determine the supports and interventions required to address the needs of students and school employees, provided the supports and interventions for any student who receives special education shall be determined by the planning and placement team for such student and notice of such incident shall be submitted to the planning and placement team not later than two days after the date such incident occurred, and (B) a process by which a teacher may request a behavior intervention meeting pursuant to section 10-236c of the general statutes.

Sec. 72. Section 10-233m of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

Each local or regional board of education that assigns a school resource officer to any school under the jurisdiction of such board shall enter into a memorandum of understanding with a local law enforcement agency regarding the role and responsibility of such school resource officer. Such memorandum of understanding shall (1) be maintained in a central location in the school district and posted on the Internet web site of the school district and each school in which such school resource officer is assigned, (2) include provisions addressing daily interactions between students and school personnel with school resource officers, and **[**shall**]** (3) include a graduated response model for student discipline. Any such memorandum of understanding entered into, extended, updated or amended (A) on or after July 1, 2021, shall include a provision that requires all school resource officers to complete, while in the performance of their duties as school resource officers and during periods when such school resource officers are assigned to be at the school, any separate training specifically related to social-emotional learning and restorative practices provided to certified employees of the

school pursuant to sections 10-148a and 10-220a, as amended by this act, and (B) on or after July 1, 2023, shall include provisions specifying a school resource officer's duties concerning, and procedures for, the restraint of students, use of firearms, school-based arrests and reporting of any investigations and behavioral interventions pursuant to the provisions of section 73 of this act. For the purposes of this section, "school resource officer" means a sworn police officer of a local law enforcement agency who has been assigned to a school pursuant to an agreement between the local or regional board of education and the chief of police of a local law enforcement agency.

Sec. 73. (NEW) (*Effective July 1, 2023*) Each school resource officer, as defined in section 10-233m of the general statutes, as amended by this act, shall submit to the chief of police of such school resource officer's local law enforcement agency a report for each investigation or behavioral intervention conducted by such school resource officer not later than five school days after conducting such investigation or behavioral intervention. The chief of police shall submit such report to the superintendent of schools for the school district in which such investigation or behavioral intervention occurred in accordance with the provisions of the memorandum of understanding entered into pursuant to section 10-233m of the general statutes, as amended by this act, but shall be not less frequently than monthly. Such superintendent shall submit such report to the local or regional board of education of the school district. Such report shall include, but need not be limited to, (1) the date, time and location of such investigation or behavioral intervention, (2) the name and badge number of such school resource officer, (3) the race, ethnicity, gender, age and disability status for each student involved in such investigation or behavioral intervention, (4) the reason for and nature of such investigation or behavioral intervention, (5) the disposition of such investigation or behavioral intervention, and (6) whether any student involved in such investigation or behavioral intervention was (A) searched, (B) apprised

of such student's constitutional rights, (C) issued a citation or a summons, (D) arrested, or (E) detained, including the amount of time such student was detained. For purposes of this section, "investigation or behavioral intervention" means a circumstance in which a school resource officer is conducting (i) a fact-finding inquiry concerning student behavior or school safety, including, but not limited to, emergency circumstances, or (ii) an intervention to resolve violent or nonviolent student behavior or conflicts.

Sec. 74. (NEW) (*Effective July 1, 2023*) For the school year commencing July 1, 2025, and each school year thereafter, each local and regional board of education shall adopt a restorative practices response policy to be implemented by school employees for incidents of challenging behavior or student conflict that is nonviolent and does not constitute a crime. Such policy shall not include the involvement of a school resource office or other law enforcement official, unless such challenging behavior or conflict escalates to violence or constitutes a crime.

Sec. 75. (*Effective July 1, 2023*) The Commissioner of Education shall establish a working group under the Connecticut School Discipline Collaborative to study current school discipline practices, including, but not limited to, discipline practices that lead to students becoming justice-involved. The members of such working group shall be appointed by the commissioner and be representative of students, educators, community members, experts in child welfare and development, mental health care providers and experts in restorative practices, as defined in section 47 of this act. Not later than July 1, 2024, such working group shall submit, 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 a report concerning the results of such study and any recommendations for school discipline reform. For the purpose of this section, "justice-involved" means being involved with the juvenile

justice system as a result of being accused of a delinquent or criminal act.

Sec. 76. Section 10-220 of the general statutes is amended by adding subsection (g) as follows (*Effective January 1, 2024*):

(NEW) (g) For the school year commencing July 1, 2024, and each school year thereafter, any local or regional board of education with a rate of in-school suspensions, out-of-school suspensions and expulsions that is deemed high or disproportionate by the Commissioner of Education based on the examination of data pursuant to section 10-233n, as amended by this act, shall (1) develop strategies to reduce the number of such suspensions and expulsions, and (2) submit such strategies to the Department of Education in the form and manner prescribed by the commissioner.

Sec. 77. Subsection (b) of section 10-233n of the general statutes is repealed and the following is substituted in lieu thereof (*Effective January 1, 2024*):

(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, as amended by this act, and shall disaggregate such data by school, race, ethnicity, gender, age, students with disabilities, English language learners, as defined in section 10-76kk, 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, and post on its Internet web site, a report regarding the examination and disaggregation of such data, **[**and make the report available on the department's Internet web site**]** any strategies developed pursuant to

subsection (g) of section 10-220, as amended by this act, and the results of such strategies.

Sec. 78. (NEW) (*Effective January 1, 2024*) On and after July 1, 2024, the Department of Education shall, within available appropriations, provide support, on-site monitoring and oversight of schools that are implementing strategies developed pursuant to subsection (g) of section 10-220 of the general statutes, as amended by this act.

Sec. 79. (NEW) (*Effective July 1, 2023*) Not later than January 1, 2024, the Department of Education shall provide to each local and regional board of education a list of recommended assessments for determining the suicide risk of students who exhibit mental health distress, have been identified as at risk of suicide or are considered to be at an increased risk of suicide based on the risk factors identified pursuant to subsection (f) of section 10-221 of the general statutes, as amended by this act. Such list may include, but need not be limited to, the Columbia-Suicide Severity Rating Scale.

Sec. 80. Subsection (f) of section 10-221 of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(f) Each local and regional board of education shall adopt a written policy and procedures for dealing with youth suicide prevention and youth suicide attempts. Each such board of education may (1) establish a student assistance program to identify (A) risk factors for youth suicide, based on the state-wide strategic suicide prevention plan developed by the Connecticut Suicide Advisory Board, established pursuant to section 17a-52, and shall include, but need not be limited to, youth who are (i) bereaved by suicide, (ii) disabled or have chronic health conditions, such as mental health or substance use disorders, (iii) involved in the juvenile justice system, (iv) experiencing homelessness or placed in an out-of-home setting, such as foster care, or (v) lesbian,

gay, bisexual, transgender or questioning, (B) procedures to intervene with such youths, (C) referral services, and (D) training for teachers and other school professionals and students who provide assistance in the program, and (2) use an assessment, from a list of such assessments recommended by the Department of Education pursuant to section 79 of this act, to determine the suicide risk of students who exhibit mental health distress, have been identified as at risk of suicide or are considered to be at an increased risk of suicide based on the risk factors identified pursuant to subdivision (1) of this subsection. Students who are assessed based on such risk factors shall receive heightened consideration during such assessment.

Sec. 81. (*Effective from passage*) Not later than January 1, 2025, the Department of Education shall submit to the Juvenile Justice Policy and Oversight Committee, established pursuant to section 46b-121n of the general statutes, a report assessing the educational experiences and outcomes of students who are expelled and placed in alternative educational opportunities, offered pursuant to subsection (d) of section 10-233d of the general statutes, and how such alternative educational opportunities compare to the standards adopted by the State Board of Education pursuant to section 10-233o of the general statutes. Such report shall include, but need not be limited to, (1) the total number of students who were expelled and placed in alternative educational opportunities during the prior school year, (2) the types of alternative educational opportunities in which such students were placed, and (3) any engagement and outcome measure for such students.

Sec. 82. (NEW) (*Effective from passage*) (a) The Department of Education's Connecticut School Discipline Collaborative shall advise the Commissioner of Education and the State Board of Education on strategies to reduce the overall and disproportionate use of out-of-school suspensions and expulsions.

(b) On and after October 1, 2023, the duties of the Connecticut School

Discipline Collaborative shall include, but need not be limited to, (1) developing guidance to reduce the number of out-of-school suspensions and expulsions of students in grades preschool to two, inclusive, (2) providing evidence-based and developmentally appropriate definitions and examples of conduct that is of a violent or sexual nature in the context that such conduct may allow an out-of-school suspension of a student in grades preschool to two, inclusive, pursuant to subsection (g) of section 10-233c of the general statutes, and (3) recommending developmentally appropriate interventions for a student in grades preschool to two, inclusive, as an alternative to out-of-school suspension.

Sec. 83. Section 4 of public act 22-80, as amended by section 7 of public act 22-116, is repealed and the following is substituted in lieu thereof (*Effective from passage*):

(a) For the fiscal years ending June 30, 2023, to June 30, 2025, inclusive, the Department of Education shall administer a grant program to provide grants to local and regional boards of education for the purpose of hiring and retaining additional school social workers, school psychologists, school counselors, school nurses and licensed marriage and family therapists.

(b) Applications for grants pursuant to subsection (a) of this section shall be filed with the Commissioner of Education at such time and in such manner as the commissioner prescribes. As part of the application, an applicant shall submit a (1) plan for the expenditure of grant funds, and (2) copy of the completed survey described in section 3 of public act 22-80. Such plan shall include, but need not be limited to, the number of additional school social workers, school psychologists, school counselors, school nurses or licensed marriage and family therapists to be hired, the number of school social workers, school psychologists, school counselors, school nurses or licensed marriage and family therapists being retained who were previously hired with the assistance

of grant funds awarded under this section, whether such school social workers, school psychologists, school counselors, school nurses or licensed marriage and family therapists will be conducting assessments of students or providing services to students based on the results of assessments, and the type of services that will be provided by such school social workers, school psychologists, school counselors, school nurses and licensed marriage and family therapists.

(c) In determining whether to award an applicant a grant under this section, the commissioner shall give priority to those school districts (1) with large student-to-school social worker ratios, student-to-school psychologist ratios, student-to-school counselor ratios, student-to-school nurse ratios or student-to-licensed marriage and family therapist ratios, or (2) that have a high volume of student utilization of mental health services.

(d) For the fiscal year ending June 30, 2023, the commissioner may award a grant to an applicant and shall determine the amount of the grant award based on the plan submitted by such applicant pursuant to subsection (b) of this section. The commissioner shall pay a grant to each grant recipient in each of the fiscal years ending June 30, 2023, to June 30, 2025, inclusive, as follows: (1) For the fiscal year ending June 30, 2023, the amount of the grant shall be as determined by the commissioner under this subsection; (2) for the fiscal year ending June 30, 2024, the amount of the grant shall be the same amount as the grant awarded for the prior fiscal year; and (3) for the fiscal year ending June 30, 2025, the amount of the grant shall be seventy per cent of the amount of the grant awarded for the prior fiscal year.

(e) Grant recipients shall file annual expenditure reports with the department at such time and in such manner as the commissioner prescribes. Grant recipients shall refund to the department **[**(1) any unexpended amounts at the close of the fiscal year in which the grant was awarded, and (2)**]** any amounts not expended in accordance with

the plan for which such grant application was approved.

(f) The department shall annually track and calculate the utilization rate of the grant program for each grant recipient. Such utilization rate shall be calculated using metrics that include, but need not be limited to, the number of students served and the hours of service provided using grant funds awarded under the program.

(g) For purposes of carrying out the provisions of this section, the Department of Education may accept funds from private sources or any state agency, gifts, grants and donations, including, but not limited to, in-kind donations.

(h) (1) Not later than January 1, 2024, and each January first thereafter until and including January 1, 2026, the commissioner shall submit a report, in accordance with the provisions of section 11-4a of the general statutes, on the expenditure report and utilization rate, calculated pursuant to subsection (f) of this section, for each grant recipient to the joint standing committees of the General Assembly having cognizance of matters relating to education and children.

(2) Not later than January 1, 2026, the Commissioner of Education shall develop recommendations concerning (A) whether such grant program should be extended and funded for the fiscal year ending June 30, 2026, and each fiscal year thereafter, and (B) the amount of the grant award under the program. The commissioner shall submit such recommendations, in accordance with the provisions of section 11-4a of the general statutes, to the joint standing committees of the General Assembly having cognizance of matters relating to education and children.

Sec. 84. Section 13 of public act 22-47, as amended by section 10 of public act 22-116, is repealed and the following is substituted in lieu thereof (*Effective from passage*):

(a) For the fiscal years ending June 30, **[**2023**]** 2024, to June 30, **[**2025**]** 2026, inclusive, the Department of Education shall administer a grant program to provide grants to local and regional boards of education for the purpose of hiring additional school mental health specialists. As used in this section, "school mental health specialist" has the same meaning as provided in section 12 of public act 22-47.

(b) On and after January 1, 2023, a local or regional board of education may submit an application for a grant under this section, in such form and manner as the Commissioner of Education prescribes. As part of the application, the applicant shall submit (1) a plan for the expenditure of grant funds, and (2) (A) for an application submitted before July 1, 2023, the information described in subdivisions (1) to (5), inclusive, of subsection (b) of section 12 of public act 22-47, and (B) for an application submitted on or after July 1, 2023, a copy of the completed survey described in section 12 of public act 22-47. Such plan shall include, but need not be limited to, the number of additional school mental health specialists to be hired, if such grant funds will be used to retain any of the school mental health specialists hired with the assistance of grant funds awarded under this section, whether such school mental health specialists will be conducting assessments of students or providing services to students based on the results of assessments, the type of services that will be provided by such school mental health specialists, and a description of how such board will implement the provisions of subsection (f) of this section.

(c) In determining whether to award an applicant a grant under this section, the Commissioner of Education shall give priority to those school districts (1) with large student-to-school mental health specialist ratios, or (2) that have a high volume of student utilization of mental health services.

(d) For the fiscal year ending June 30, **[**2023**]** 2024, the Commissioner of Education may award a grant to an applicant and shall determine the

amount of the grant award based on the plan submitted by such applicant pursuant to subsection (b) of this section. The commissioner shall pay a grant to each grant recipient in each of the fiscal years ending June 30, **[**2023**]** 2024, to June 30, **[**2025**]** 2026, inclusive, as follows: (1) For the fiscal year ending June 30, **[**2023**]** 2024, the amount of the grant shall be as determined by the commissioner under this subsection; (2) for the fiscal year ending June 30, **[**2024**]** 2025, the amount of the grant shall be the same amount as the grant awarded for the prior fiscal year; and (3) for the fiscal year ending June 30, **[**2025**]** 2026, the amount of the grant shall be seventy per cent of the amount of the grant awarded for the prior fiscal year.

(e) Grant recipients shall file annual expenditure reports with the Department of Education at such time, and in such manner, as the commissioner prescribes. A grant recipient shall only expend grant funds received under this section in accordance with the plan submitted pursuant to subsection (b) of this section, and a grant recipient may not use such grant funds received under this section for the purpose of any operating expenses that existed prior to receipt of such grant. Grant recipients shall refund to the department **[**(1) any unexpended amounts at the close of the fiscal year in which the grant was awarded, and (2)**]** any amounts not expended in accordance with the plan for which such grant application was approved.

(f) If a local or regional board of education receives a grant under this section for the hiring of a school counselor, such school counselor shall provide one-on-one consultations with each student in grades eleven and twelve on the completion of the Free Application for Federal Student Aid. If such board can provide evidence to the Commissioner of Education that the student completion rate of the Free Application for Federal Student Aid for the school district has increased by at least five per cent, such board shall receive an additional grant in the amount of ten per cent of the grant received under this section for the fiscal year in

which such board provided such evidence.

(g) (1) The Department of Education shall annually track and calculate the utilization rate of the grant program for each grant recipient. Such utilization rate shall be calculated using metrics that include, but need not be limited to, the number of students served and the hours of service provided using grant funds awarded under the program.

(2) The department shall annually calculate the return on investment for the grant program using the expenditure reports filed pursuant to subsection (e) of this section and the utilization rates calculated pursuant to subdivision (1) of this subsection.

(h) For purposes of carrying out the provisions of this section, the Department of Education may accept funds from private sources or any state agency, gifts, grants and donations, including, but not limited to, in-kind donations.

(i) (1) Not later than January 1, **[**2024**]** 2025, and each January first thereafter, until and including January 1, **[**2026**]** 2027, the Commissioner of Education shall submit a report, in accordance with the provisions of section 11-4a of the general statutes, on the utilization rate for each grant recipient and the return on investment for the grant program, calculated pursuant to subsection (g) of this section, to the joint standing committees of the General Assembly having cognizance of matters relating to education and children.

(2) Not later than January 1, **[**2026**]** 2027, the commissioner shall develop recommendations concerning (A) whether such grant program should be extended and funded for the fiscal year ending June 30, **[**2026**]** 2027, and each fiscal year thereafter, and (B) the amount of the grant award under the program. The commissioner shall submit such recommendations, in accordance with the provisions of section 11-4a of

the general statutes, to the joint standing committees of the General Assembly having cognizance of matters relating to education and children.

Sec. 85. Section 14 of public act 22-47 is repealed and the following is substituted in lieu thereof (*Effective from passage*):

(a) For the fiscal years ending June 30, **[**2023**]** 2024, to June 30, **[**2025**]** 2026, inclusive, the Department of Education shall administer a grant program to provide grants to local and regional boards of education and operators of youth camps and other summer programs for the delivery of mental health services to students.

(b) On and after January 1, 2023, applications for grants pursuant to subsection (a) of this section shall be filed with the Commissioner of Education at such time, and in such manner, as the commissioner prescribes. As part of the application, the applicant shall submit (1) a plan for the expenditure of grant funds, and (2) (A) for an application submitted by a local or regional board of education before July 1, 2023, the information described in subdivisions (1) to (5), inclusive, of subsection (b) of section 12 of **[**this act**]** public act 22-47, and (B) for an application submitted by a local or regional board of education on or after July 1, 2023, a copy of the completed survey described in section 12 of **[**this act**]** public act 22-47.

(c) For the fiscal year ending June 30, **[**2023**]** 2024, the Commissioner of Education may award a grant to an applicant and shall determine the amount of the grant award based on the plan submitted by such applicant pursuant to subsection (b) of this section. The commissioner shall pay a grant to each grant recipient in each of the fiscal years ending June 30, **[**2023**]** 2024, to June 30, **[**2025**]** 2026, inclusive, as follows: (1) For the fiscal year ending June 30, **[**2023**]** 2024, the amount of the grant shall be as determined by the commissioner under this subsection; (2) for the fiscal year ending June 30, **[**2024**]** 2025, the amount of the grant shall be

the same amount as the grant awarded for the prior fiscal year; and (3) for the fiscal year ending June 30, **[**2025**]** 2026, the amount of the grant shall be seventy per cent of the amount of the grant awarded for the prior fiscal year.

(d) Grant recipients shall file expenditure reports with the Commissioner of Education at such time and in such manner as the commissioner prescribes. A grant recipient shall only expend grant funds received under this section in accordance with the plan submitted pursuant to subsection (b) of this section, and a grant recipient may not use such grant funds received under this section for the purpose of any operating expenses that existed prior to receipt of such grant. Grant recipients shall refund to the Department of Education **[**(1) any unexpended amounts at the close of the fiscal year in which the grant was awarded, and (2)**]** any amounts not expended in accordance with the plan for which such grant application was approved.

(e) Each grant recipient, in collaboration with the Department of Education, shall develop metrics to annually track and calculate the utilization rate of the grant program for such grant recipient in order to measure the success of the program. Such grant recipient shall annually submit such metrics and utilization rate to the department.

(f) For the purposes of carrying out the provisions of this section, the Department of Education may accept funds from private sources or any other state agency, gifts, grants and donations, including, but not limited to, in-kind contributions.

(g) (1) Not later than January 1, **[**2024**]** 2025, and each January first thereafter, until and including January 1, **[**2026**]** 2027, the Commissioner of Education shall submit a report, in accordance with the provisions of section 11-4a of the general statutes, on the utilization rate for each grant recipient calculated pursuant to subsection (e) of this section, to the joint standing committees of the General Assembly having cognizance of

matters relating to education and children.

(2) Not later than January 1, **[**2026**]** 2027, the commissioner shall develop recommendations concerning (A) whether such grant program should be extended and funded for the fiscal year ending June 30, **[**2026**]** 2027, and each fiscal year thereafter, and (B) the amount of the grant award under the program. The commissioner shall submit such recommendations, in accordance with the provisions of section 11-4a of the general statutes, to the joint standing committees of the General Assembly having cognizance of matters relating to education and children.

Sec. 86. Section 10-3c of the general statutes is repealed. (*Effective from passage*)

Sec. 87. Sections 10-222d, 10-222g, 10-222h, 10-222i, 10-222k and 10-222p of the general statutes are repealed. (*Effective July 1, 2025*)

Approved June 28, 2023