



# House of Representatives

General Assembly

**File No. 95**

February Session, 2024

Substitute House Bill No. 5180

*House of Representatives, March 25, 2024*

The Committee on Education reported through REP. CURREY of the 11th Dist., Chairperson of the Committee on the part of the House, that the substitute bill ought to pass.

## ***AN ACT IMPLEMENTING THE RECOMMENDATIONS OF THE DEPARTMENT OF EDUCATION.***

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

1 Section 1. Subsection (f) of section 10-5 of the general statutes is  
2 repealed and the following is substituted in lieu thereof (*Effective July 1,*  
3 *2024*):

4 (f) [Not later than September 1, 2017, the] The State Board of  
5 Education shall establish criteria by which a local or regional board of  
6 education, or the governing board of any other school that awards  
7 diplomas, may affix the Connecticut State Seal of Biliteracy on a diploma  
8 awarded to a student who has achieved a high level of proficiency in  
9 English and one or more foreign languages. For purposes of this  
10 subsection, "foreign language" means a world language other than  
11 English and includes American Sign Language and any other language  
12 spoken by a [federally recognized] Native American tribe.

13 Sec. 2. Subdivision (1) of subsection (k) of section 10-264~~l~~ of the 2024

14 supplement to the general statutes is repealed and the following is  
15 substituted in lieu thereof (*Effective from passage*):

16 (k) (1) For the fiscal year ending June 30, 2014, and each fiscal year  
17 thereafter, any tuition charged to a local or regional board of education  
18 by a regional educational service center operating an interdistrict  
19 magnet school, [or] any tuition charged by the Hartford school district  
20 operating the Great Path Academy on behalf of Manchester Community  
21 College or any tuition charged by the Goodwin University Magnet  
22 Schools operating an interdistrict magnet school for any student  
23 enrolled in kindergarten to grade twelve, inclusive, in such interdistrict  
24 magnet school shall be in an amount equal to the difference between (A)  
25 the average per pupil expenditure of the magnet school for the prior  
26 fiscal year, and (B) the amount of any per pupil state subsidy calculated  
27 under subsection (c) of this section plus any revenue from other sources  
28 calculated on a per pupil basis, except for the fiscal year ending June 30,  
29 2025, and each fiscal year thereafter, the per student tuition charged to  
30 a local or regional board of education shall not exceed fifty-eight per  
31 cent the per student tuition charged during the fiscal year ending June  
32 30, 2024. If any such board of education fails to pay such tuition, the  
33 commissioner may withhold from such board's town or towns a sum  
34 payable under section 10-262i in an amount not to exceed the amount of  
35 the unpaid tuition to the magnet school and pay such money to the fiscal  
36 agent for the magnet school as a supplementary grant for the operation  
37 of the interdistrict magnet school program. In no case shall the sum of  
38 such tuitions exceed the difference between (i) the total expenditures of  
39 the magnet school for the prior fiscal year, and (ii) the total per pupil  
40 state subsidy calculated under subsection (c) of this section plus any  
41 revenue from other sources. The commissioner may conduct a  
42 comprehensive financial review of the operating budget of a magnet  
43 school to verify such tuition rate.

44 Sec. 3. Section 10-264o of the 2024 supplement to the general statutes  
45 is repealed and the following is substituted in lieu thereof (*Effective from*  
46 *passage*):

47 (a) Notwithstanding any provision of this chapter, interdistrict  
48 magnet schools that begin operations on or after July 1, 2008, pursuant  
49 to the decision in Sheff v. O'Neill, 238 Conn. 1 (1996), or any related  
50 stipulation or order in effect, as determined by the Commissioner of  
51 Education, may operate without district participation agreements and  
52 enroll students from any district through a lottery designated by the  
53 commissioner.

54 (b) For the fiscal year ending June 30, 2013, and each fiscal year  
55 thereafter, any tuition charged to a local or regional board of education  
56 by a regional educational service center or by Goodwin University  
57 Magnet Schools operating an interdistrict magnet school assisting the  
58 state in meeting its obligations pursuant to the decision in Sheff v.  
59 O'Neill, 238 Conn. 1 (1996), or any related stipulation or order in effect,  
60 as determined by the Commissioner of Education, for any student  
61 enrolled in kindergarten to grade twelve, inclusive, in such interdistrict  
62 magnet school shall be in an amount equal to the difference between (1)  
63 the average per pupil expenditure of the magnet school for the prior  
64 fiscal year, and (2) the amount of any per pupil state subsidy calculated  
65 under subsection (c) of section 10-264l, plus any revenue from other  
66 sources calculated on a per pupil basis, except for the fiscal year ending  
67 June 30, 2025, and each fiscal year thereafter, the per student tuition  
68 charged to a local or regional board of education shall not exceed fifty-  
69 eight per cent the per student tuition charged during the fiscal year  
70 ending June 30, 2024. If any such board of education fails to pay such  
71 tuition, the commissioner may withhold from such board's town or  
72 towns a sum payable under section 10-262i in an amount not to exceed  
73 the amount of the unpaid tuition to the magnet school and pay such  
74 money to the fiscal agent for the magnet school as a supplementary  
75 grant for the operation of the interdistrict magnet school program. In no  
76 case shall the sum of such tuitions exceed the difference between (A) the  
77 total expenditures of the magnet school for the prior fiscal year, and (B)  
78 the total per pupil state subsidy calculated under subsection (c) of  
79 section 10-264l, plus any revenue from other sources. The commissioner  
80 may conduct a comprehensive review of the operating budget of a  
81 magnet school to verify such tuition rate.

82 (c) (1) For the fiscal year ending June 30, 2013, a regional educational  
83 service center operating an interdistrict magnet school assisting the state  
84 in meeting its obligations pursuant to the decision in *Sheff v. O'Neill*,  
85 238 Conn. 1 (1996), or any related stipulation or order in effect, as  
86 determined by the Commissioner of Education, and offering a preschool  
87 program shall not charge tuition for a child enrolled in such preschool  
88 program.

89 (2) For the fiscal year ending June 30, 2014, a regional educational  
90 service center operating an interdistrict magnet school assisting the state  
91 in meeting its obligations pursuant to the decision in *Sheff v. O'Neill*,  
92 238 Conn. 1 (1996), or any related stipulation or order in effect, as  
93 determined by the Commissioner of Education, and offering a preschool  
94 program may charge tuition to the Department of Education for a child  
95 enrolled in such preschool program in an amount not to exceed an  
96 amount equal to the difference between (A) the average per pupil  
97 expenditure of the preschool program offered at the magnet school for  
98 the prior fiscal year, and (B) the amount of any per pupil state subsidy  
99 calculated under subsection (c) of section 10-264*l*, plus any revenue from  
100 other sources calculated on a per pupil basis. The commissioner may  
101 conduct a comprehensive review of the operating budget of any such  
102 magnet school charging such tuition to verify such tuition rate.

103 (3) For the fiscal year ending June 30, 2015, a regional educational  
104 service center operating an interdistrict magnet school assisting the state  
105 in meeting its obligations pursuant to the decision in *Sheff v. O'Neill*,  
106 238 Conn. 1 (1996), or any related stipulation or order in effect, as  
107 determined by the Commissioner of Education, and offering a preschool  
108 program may charge tuition to the parent or guardian of a child enrolled  
109 in such preschool program in an amount that is in accordance with the  
110 sliding tuition scale adopted by the State Board of Education pursuant  
111 to section 10-264*p*. The Department of Education shall be financially  
112 responsible for any unpaid portion of the tuition not charged to such  
113 parent or guardian under such sliding tuition scale. Such tuition shall  
114 not exceed an amount equal to the difference between (A) the average  
115 per pupil expenditure of the preschool program offered at the magnet

116 school for the prior fiscal year, and (B) the amount of any per pupil state  
117 subsidy calculated under subsection (c) of section 10-264l, plus any  
118 revenue from other sources calculated on a per pupil basis. The  
119 commissioner may conduct a comprehensive review of the operating  
120 budget of any such magnet school charging such tuition to verify such  
121 tuition rate.

122 (4) For the fiscal year ending June 30, 2016, and each fiscal year  
123 thereafter, a regional educational service center or Goodwin University  
124 Magnet Schools operating an interdistrict magnet school assisting the  
125 state in meeting its obligations pursuant to the decision in *Sheff v.*  
126 *O'Neill*, 238 Conn. 1 (1996), or any related stipulation or order in effect,  
127 as determined by the Commissioner of Education, and offering a  
128 preschool program shall charge tuition to the parent or guardian of a  
129 child enrolled in such preschool program in an amount up to four  
130 thousand fifty-three dollars, except such regional educational service  
131 center or Goodwin University Magnet Schools shall not charge tuition  
132 to such parent or guardian with a family income at or below seventy-  
133 five per cent of the state median income. The Department of Education  
134 shall, within available appropriations, be financially responsible for any  
135 unpaid tuition charged to such parent or guardian with a family income  
136 at or below seventy-five per cent of the state median income. The  
137 commissioner may conduct a comprehensive financial review of the  
138 operating budget of any such magnet school charging such tuition to  
139 verify such tuition rate.

140 Sec. 4. Subsections (a) and (b) of section 10-264l of the 2024  
141 supplement to the general statutes are repealed and the following is  
142 substituted in lieu thereof (*Effective July 1, 2024*):

143 (a) The Department of Education shall, within available  
144 appropriations, establish a grant program (1) to assist (A) local and  
145 regional boards of education, (B) regional educational service centers,  
146 (C) the Board of Trustees of the Community-Technical Colleges on  
147 behalf of Quinebaug Valley Community College and Three Rivers  
148 Community College, and (D) cooperative arrangements pursuant to

149 section 10-158a, and (2) in assisting the state in meeting its obligations  
150 pursuant to the decision in Sheff v. O'Neill, 238 Conn. 1 (1996), or any  
151 related stipulation or order in effect, as determined by the  
152 commissioner, to assist (A) the Board of Trustees of the Community-  
153 Technical Colleges on behalf of a regional community-technical college,  
154 (B) the Board of Trustees of the Connecticut State University System on  
155 behalf of a state university, (C) the Board of Trustees of The University  
156 of Connecticut on behalf of the university, (D) the board of governors  
157 for an independent institution of higher education, as defined in  
158 subsection (a) of section 10a-173, or the equivalent of such a board, on  
159 behalf of the independent institution of higher education, and (E) any  
160 other third-party not-for-profit corporation approved by the  
161 commissioner with the operation of interdistrict magnet school  
162 programs. All interdistrict magnet schools shall be operated in  
163 conformance with the same laws and regulations applicable to public  
164 schools. For the purposes of this section "an interdistrict magnet school  
165 program" means a program which (i) supports racial, ethnic and  
166 economic diversity, (ii) offers a special and high quality curriculum, and  
167 (iii) requires students who are enrolled to attend at least half-time. An  
168 interdistrict magnet school program does not include a regional  
169 agricultural science and technology school, a technical education and  
170 career school or a regional special education center. For the school year  
171 commencing July 1, 2017, and each school year thereafter, the governing  
172 authority for each interdistrict magnet school program shall (I) restrict  
173 the number of students that may enroll in the school from a participating  
174 district to seventy-five per cent of the total school enrollment, and (II)  
175 maintain a total school enrollment that is in accordance with the  
176 [reduced-isolation setting] enrollment standards for interdistrict  
177 magnet school programs, developed by the Commissioner of Education  
178 pursuant to section 10-264r, as amended by this act.

179 (b) (1) Applications for interdistrict magnet school program  
180 operating grants awarded pursuant to this section shall be submitted  
181 annually to the Commissioner of Education at such time and in such  
182 manner as the commissioner prescribes, except that on and after July 1,  
183 2009, applications for such operating grants for new interdistrict magnet

184 schools, other than those that the commissioner determines will assist  
185 the state in meeting its obligations pursuant to the decision in *Sheff v.*  
186 *O'Neill*, 238 Conn. 1 (1996), or any related stipulation or order in effect,  
187 as determined by the commissioner, shall not be accepted until the  
188 commissioner develops a comprehensive state-wide interdistrict  
189 magnet school plan. The commissioner shall submit such  
190 comprehensive state-wide interdistrict magnet school plan on or before  
191 October 1, 2016, to the joint standing committees of the General  
192 Assembly having cognizance of matters relating to education and  
193 appropriations.

194 (2) In determining whether an application shall be approved and  
195 funds awarded pursuant to this section, the commissioner shall  
196 consider, but such consideration shall not be limited to: (A) Whether the  
197 program offered by the school is likely to increase student achievement;  
198 (B) whether the program is likely to reduce racial, ethnic and economic  
199 isolation; (C) the percentage of the student enrollment in the program  
200 from each participating district; and (D) the proposed operating budget  
201 and the sources of funding for the interdistrict magnet school. For a  
202 magnet school not operated by a local or regional board of education,  
203 the commissioner shall only approve a proposed operating budget that,  
204 on a per pupil basis, does not exceed the maximum allowable threshold  
205 established in accordance with this subdivision. The maximum  
206 allowable threshold shall be an amount equal to one hundred twenty  
207 per cent of the state average of the quotient obtained by dividing net  
208 current expenditures, as defined in section 10-261, by average daily  
209 membership, as defined in said section, for the fiscal year two years  
210 prior to the fiscal year for which the operating grant is requested. The  
211 Department of Education shall establish the maximum allowable  
212 threshold no later than December fifteenth of the fiscal year prior to the  
213 fiscal year for which the operating grant is requested. If requested by an  
214 applicant that is not a local or regional board of education, the  
215 commissioner may approve a proposed operating budget that exceeds  
216 the maximum allowable threshold if the commissioner determines that  
217 there are extraordinary programmatic needs. For the fiscal years ending  
218 June 30, 2017, [June 30, 2018, June 30, 2020, and June 30, 2021] to June 30,

219 2025, inclusive, in the case of an interdistrict magnet school that will  
220 assist the state in meeting its obligations pursuant to the decision in  
221 *Sheff v. O'Neill*, 238 Conn. 1 (1996), or any related stipulation or order  
222 in effect, as determined by the commissioner, the commissioner shall  
223 also consider whether the school is meeting the [reduced-isolation  
224 setting] enrollment standards for interdistrict magnet school programs,  
225 developed by the commissioner pursuant to section 10-264r, as  
226 amended by this act. If such school has not met such [reduced-isolation  
227 setting] enrollment standards, it shall not be entitled to receive a grant  
228 pursuant to this section unless the commissioner finds that it is  
229 appropriate to award a grant for an additional year or years and  
230 approves a plan to bring such school into compliance with such  
231 [reduced-isolation setting] enrollment standards. If requested by the  
232 commissioner, the applicant shall meet with the commissioner or the  
233 commissioner's designee to discuss the budget and sources of funding.

234 (3) For the fiscal years ending June 30, 2018, to June 30, 2025,  
235 inclusive, the commissioner shall not award a grant to an interdistrict  
236 magnet school program that (A) has more than seventy-five per cent of  
237 the total school enrollment from one school district, or (B) does not  
238 maintain a total school enrollment that is in accordance with the  
239 [reduced-isolation setting] enrollment standards for interdistrict  
240 magnet school programs, developed by the Commissioner of Education  
241 pursuant to section 10-264r, as amended by this act, except the  
242 commissioner may award a grant to such school for an additional year  
243 or years if the commissioner finds it is appropriate to do so and  
244 approves a plan to bring such school into compliance with such  
245 residency or [reduced-isolation setting] enrollment standards.

246 (4) For the fiscal years ending June 30, 2018, to [June 30, 2021] June 30,  
247 2025, inclusive, if an interdistrict magnet school program does not  
248 maintain a total school enrollment that is in accordance with the  
249 [reduced-isolation setting] enrollment standards for interdistrict  
250 magnet school programs, developed by the commissioner pursuant to  
251 section 10-264r, as amended by this act, for two or more consecutive  
252 years, the commissioner may impose a financial penalty on the operator



253 of such interdistrict magnet school program, or take any other measure,  
254 in consultation with such operator, as may be appropriate to assist such  
255 operator in complying with such [reduced-isolation setting] enrollment  
256 standards.

257 Sec. 5. Section 10-264r of the 2024 supplement to the general statutes  
258 is repealed and the following is substituted in lieu thereof (*Effective July*  
259 *1, 2024*):

260 Not later than July 1, 2017, the Commissioner of Education shall  
261 develop, and revise as necessary thereafter, reduced-isolation  
262 enrollment standards for interdistrict magnet school programs that shall  
263 serve as the enrollment requirements for purposes of section 10-264l, as  
264 amended by this act. Such standards shall (1) comply with the decision  
265 of Sheff v. O'Neill, 238 Conn. 1 (1996), or any related stipulation or order  
266 in effect, for an interdistrict magnet school program located in the Sheff  
267 region, as defined in subsection (k) of section 10-264l, as amended by  
268 this act, (2) define the term "reduced-isolation student" for purposes of  
269 the standards, (3) establish a requirement for the minimum percentage  
270 of reduced-isolation students that can be enrolled in an interdistrict  
271 magnet school program, provided such minimum percentage is not less  
272 than twenty per cent of the total school enrollment, (4) allow an  
273 interdistrict magnet school program to have a total school enrollment of  
274 reduced-isolation students that is not more than one per cent below the  
275 minimum percentage established by the commissioner, provided the  
276 commissioner approves a plan that is designed to bring the number of  
277 reduced-isolation students of such interdistrict magnet school program  
278 into compliance with the minimum percentage, and (5) for the school  
279 year commencing July 1, 2018, authorize the commissioner to establish  
280 on or before May 1, 2018, and revise as necessary thereafter, an  
281 alternative reduced-isolation student enrollment percentage for an  
282 interdistrict magnet school program located in the Sheff region,  
283 provided the commissioner (A) determines that such alternative (i)  
284 increases opportunities for students who are residents of Hartford to  
285 access an educational setting with reduced racial isolation or other  
286 categories of diversity, including, but not limited to, geography,

287 socioeconomic status, special education, multilingual learners and  
288 academic achievement, (ii) complies with the decision of Sheff v.  
289 O'Neill, 238 Conn. 1 (1996), or any related stipulation or order in effect,  
290 and (B) approves a plan for such interdistrict magnet school program  
291 that is designed to bring the number of reduced-isolation students of  
292 such interdistrict magnet school program into compliance with such  
293 alternative or the minimum percentage described in subdivision (2) of  
294 this section. Not later than May 1, 2018, the commissioner shall submit  
295 a report on each alternative reduced-isolation student enrollment  
296 percentage established, pursuant to subdivision (4) of this section, for  
297 an interdistrict magnet school program located in the Sheff region to the  
298 joint standing committee of the General Assembly having cognizance of  
299 matters relating to education, in accordance with the provisions of  
300 section 11-4a. The reduced-isolation [setting] enrollment standards for  
301 interdistrict magnet school programs shall not be deemed to be  
302 regulations, as defined in section 4-166.

303 Sec. 6. Subsection (b) of section 22-38d of the general statutes is  
304 repealed and the following is substituted in lieu thereof (*Effective July 1,*  
305 *2024*):

306 (b) The Department of Education, in consultation with the  
307 Department of Agriculture, school food service directors and interested  
308 farming organizations, shall (1) establish a week-long promotional  
309 event, to be known as Connecticut-Grown for Connecticut Kids Week,  
310 in late September or early October each year, that will promote  
311 Connecticut agriculture and foods to children through school meal and  
312 classroom programs, at farms, farmers' markets and other locations in  
313 the community, (2) encourage and solicit school districts, individual  
314 schools and other educational institutions under its jurisdiction to  
315 purchase Connecticut-grown farm products, (3) provide outreach,  
316 guidance and training to districts, parent and teacher organizations,  
317 schools and school food service directors concerning the value of and  
318 procedure for purchasing and incorporating into their regular menus  
319 Connecticut-grown farm products, (4) in consultation with the  
320 Department of Agriculture, arrange for local, regional and state-wide

321 events where potential purchasers and farmers can interact, and (5)  
322 provide technical assistance and support for schools to arrange for  
323 interaction between students and farmers, including field trips to farms  
324 and in-school presentations by farmers.

325 Sec. 7. Subsections (a) and (b) of section 10-74o of the 2024  
326 supplement to the general statutes are repealed and the following is  
327 substituted in lieu thereof (*Effective July 1, 2024*):

328 (a) As used in this section and sections 10-74q and 10-74r, as amended  
329 by this act:

330 (1) "Transition service" means a [service] coordinated set of activities,  
331 including, but not limited to, instruction, community experiences and  
332 development of employment and other adult living objectives, for a  
333 student who requires special education that [facilitates the] (A) focuses  
334 on improving the academic and functional achievement of such student  
335 to facilitate such student's transition from school to [postsecondary]  
336 post-school activities [such as] including, but not limited to,  
337 postsecondary education, [and training, employment or independent  
338 living] vocational education, integrated employment, including, but not  
339 limited to, supported employment, continuing and adult education,  
340 adult services, independent living or community participation, and (B)  
341 is based on such individual student's needs, strengths, preferences and  
342 interests;

343 (2) "Transition resources" means sources of information, counseling  
344 or training concerning transition services or programs;

345 (3) ["Public transition program"] "Transition program" means a  
346 program [operated by a local or regional board of education or a  
347 regional educational service center] to provide transition services as  
348 recommended by the planning and placement team for a student who  
349 requires special education and is eighteen to twenty-two years of age,  
350 inclusive, based on the goals set forth in such student's individualized  
351 education program; and

352 (4) "Transition coordinator" means a director of pupil personnel or  
353 other person employed by a local or regional board of education, as  
354 designated by such director, who assists parents and students in the  
355 school district governed by such board navigate the transition resources,  
356 transition services and [public] transition programs operated by a local  
357 or regional board of education or a regional educational service center  
358 available for such students.

359 (b) The Department of Education shall employ a State-wide  
360 Transition Services Coordinator within the Bureau of Special Education.  
361 The State-wide Transition Services Coordinator shall (1) coordinate the  
362 provision of transition resources, transition services and [public]  
363 transition programs operated by a local or regional board of education  
364 or a regional educational service center throughout the state in  
365 collaboration with the liaisons appointed by other state agencies  
366 pursuant to section 10-74m, as amended by this act, (2) establish  
367 minimum standards for [public] transition programs operated by a local  
368 or regional board of education or a regional educational service center  
369 and metrics for measuring such standards, (3) perform unannounced  
370 site visits of [public] transition programs operated by a local or regional  
371 board of education or a regional educational service center for the  
372 purpose of determining the effectiveness of and suggesting  
373 improvements to such programs and post data on the department's  
374 Internet web site related to how such [public] transition program  
375 measured against the minimum standards established pursuant to  
376 subdivision (2) of this subsection, (4) develop and make available on the  
377 department's Internet web site a course for educators and school staff  
378 who do not provide transition services to inform such educators and  
379 staff about transition services and programs, including, but not limited  
380 to, about the purpose, essential programming and deadlines of such  
381 programs, (5) establish minimum standards for the training of transition  
382 coordinators and maintain a record of each transition coordinator  
383 completing the training program developed by the Department of  
384 Education pursuant to section 10-74r, as amended by this act, and (6)  
385 establish best practices for the provision of transition services and  
386 distribute such best practices to each transition coordinator.

387 Sec. 8. Section 10-74m of the 2024 supplement to the general statutes  
388 is repealed and the following is substituted in lieu thereof (*Effective July*  
389 *1, 2024*):

390 (a) The Department of Education shall enter into memoranda of  
391 understanding with the Office of Early Childhood and the Departments  
392 of Developmental Services, Aging and Disability Services, Children and  
393 Families, Social Services and Correction regarding the provision of  
394 special education and related services to children, including, but not  
395 limited to, education, health care, transition resources, transition  
396 services and [public] transition programs, as those terms are defined in  
397 section 10-74o, as amended by this act. Such memoranda of  
398 understanding shall account for current programs and services, utilize  
399 best practices and be updated or renewed at least every five years.

400 (b) The Office of Early Childhood and the Departments of  
401 Developmental Services, Aging and Disability Services, Children and  
402 Families, Social Services and Correction shall, as necessary, enter into  
403 memoranda of understanding regarding the provision of special  
404 education and related services to children as such services relate to one  
405 another. Such memoranda of understanding shall account for current  
406 programs and services, utilize best practices and be updated or renewed  
407 at least every five years.

408 (c) The Office of Early Childhood and the Departments of  
409 Developmental Services, Aging and Disability Services, Children and  
410 Families, the Labor Department, Mental Health and Addiction Services,  
411 Public Health, Social Services and Correction shall each appoint an  
412 employee to act as a liaison to the Department of Education's State-wide  
413 Transition Services Coordinator, established pursuant to section 10-74o, as amended by this act. Each liaison shall provide information and  
414 advice to such coordinator concerning the transition resources,  
415 transition services and [public] transition programs provided by the  
416 agency such liaison represents.  
417

418 Sec. 9. Subsection (a) of section 10-74n of the 2024 supplement to the  
419 general statutes is repealed and the following is substituted in lieu

420 thereof (*Effective July 1, 2024*):

421 (a) The [State Education Resource Center, established pursuant to  
422 section 10-357a] Department of Education's State-wide Transition  
423 Services Coordinator, established pursuant to section 10-74o, as  
424 amended by this act, in collaboration with the [Departments of  
425 Education, Developmental Services, Social Services and Aging and  
426 Disability Services and the Offices of Workforce Strategy and Policy and  
427 Management] liaisons appointed by other state agencies pursuant to  
428 section 10-74m, as amended by this act, shall: (1) Develop and maintain  
429 an easily accessible and navigable online listing of the transition  
430 resources, transition services and [public] transition programs, as those  
431 terms are defined in section 10-74o, as amended by this act, provided by  
432 each such [center, department or office] state agency, including, but not  
433 limited to, for each resource, service and program (A) a plain language  
434 description, (B) eligibility requirements, and (C) application deadlines  
435 and instructions, and (2) annually collect information related to  
436 transition resources, programs and services provided by other state  
437 agencies. The Departments of Aging and Disability Services,  
438 Developmental Services, [and] Social Services, Children and Families,  
439 Mental Health and Addiction Services, Public Health and Correction,  
440 the Labor Department, and the Office of [Policy and Management] Early  
441 Childhood shall each post a link to such online listing on an easily  
442 accessible location of said departments' Internet web sites.

443 Sec. 10. Subsection (a) of section 10-74r of the 2024 supplement to the  
444 general statutes is repealed and the following is substituted in lieu  
445 thereof (*Effective July 1, 2024*):

446 (a) Not later than January 1, 2024, each local and regional board of  
447 education shall ensure that a transition coordinator has been  
448 designated, who may be the director of pupil personnel or another  
449 employee of such board appointed as transition coordinator by such  
450 director. Each transition coordinator shall (1) complete the training  
451 program developed by the Department of Education pursuant to  
452 subsection (a) of section 10-74q, provided (A) each transition

453 coordinator appointed prior to the date upon which the training  
454 program commences shall complete such training program during the  
455 three-year period immediately following such date, and (B) each new  
456 transition coordinator appointed after such date shall complete such  
457 training program not later than one year after being appointed, and (2)  
458 ensure that parents of students requiring special education receive  
459 information concerning transition resources, transition services or  
460 [public] transition programs in accordance with section 10-74n, as  
461 amended by this act, and are aware of the eligibility requirements and  
462 application details of such resources, services and programs that  
463 specifically apply to such student.

464 Sec. 11. Subparagraph (B) of subdivision (9) of subsection (a) of  
465 section 10-76d of the 2024 supplement to the general statutes is repealed  
466 and the following is substituted in lieu thereof (*Effective July 1, 2024*):

467 (B) At the first planning and placement team meeting when a child  
468 reaches the age of fourteen and has a statement of transition service  
469 needs included in such child's individualized education program  
470 pursuant to subparagraph (A) of this subdivision, the planning and  
471 placement team shall, for each [public] transition program, as defined  
472 in section 10-74o, as amended by this act, operated by the local or  
473 regional board of education or the regional educational service center  
474 where the board is located and each program for [adults] adult services  
475 for which such child may be eligible after graduation, (i) upon the  
476 approval of the parent or guardian of such child, or a surrogate parent  
477 of such child appointed pursuant to section 10-94g, or such child if such  
478 child is an emancipated minor, notify the state agency that provides  
479 such program about the potential eligibility of such child, and (ii)  
480 provide such parent, guardian, surrogate parent or child a listing of such  
481 programs that includes, but is not limited to, (I) a plain language  
482 description of such program, (II) eligibility requirements for such  
483 program, and (III) deadlines and instructions for applications for such  
484 programs.

This act shall take effect as follows and shall amend the following sections:

Section 1	<i>July 1, 2024</i>	10-5(f)
Sec. 2	<i>from passage</i>	10-264l(k)(1)
Sec. 3	<i>from passage</i>	10-264o
Sec. 4	<i>July 1, 2024</i>	10-264l(a) and (b)
Sec. 5	<i>July 1, 2024</i>	10-264r
Sec. 6	<i>July 1, 2024</i>	22-38d(b)
Sec. 7	<i>July 1, 2024</i>	10-74o(a) and (b)
Sec. 8	<i>July 1, 2024</i>	10-74m
Sec. 9	<i>July 1, 2024</i>	10-74n(a)
Sec. 10	<i>July 1, 2024</i>	10-74r(a)
Sec. 11	<i>July 1, 2024</i>	10-76d(a)(9)(B)

**ED**      *Joint Favorable Subst.*



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*The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.*

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**OFA Fiscal Note**

**State Impact:** None

**Municipal Impact:** None

**Explanation**

The bill has no fiscal impact. It makes a variety of technical, conforming, and clarifying changes regarding: (1) high school diplomas; (2) funding of magnet schools; (3) the State Department of Education's role in promoting student familiarity with local farms; and (4) special education services for students transitioning out of the public school system.

**The Out Years**

**State Impact:** None

**Municipal Impact:** None

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**OLR Bill Analysis****sHB 5180****AN ACT IMPLEMENTING THE RECOMMENDATIONS OF THE DEPARTMENT OF EDUCATION.**

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Modifies the statutory definition of “transition service”; transfers responsibility for developing and maintaining an accessible online listing of transition resources and services from SERC to SDE’s transition services coordinator; makes minor and conforming changes

[BACKGROUND](#)

**SUMMARY**

This bill makes various changes to education statutes related to the Connecticut Seal of Biliteracy, Goodwin University Magnet Schools, *Sheff* magnet schools, the Connecticut Grown for Connecticut Kids Week, and transition services for students receiving special education services.

EFFECTIVE DATE: July 1, 2024, except the provisions on Goodwin University Magnet Schools take effect upon passage.

**§ 1 — STATE SEAL OF BILITERACY**

*Allows a broader range of schools to award the Connecticut State Seal of Biliteracy on their high school diplomas*

The bill expands the types of schools that are allowed to affix the Connecticut State Seal of Biliteracy to the high school diplomas of students who achieve a high level of proficiency in English and one or more foreign languages.

It does this by allowing the governing body of any school that awards diplomas, instead of only local and regional boards of education, to use criteria the State Board of Education sets for awarding this designation. (Presumably, this includes private schools in addition to public schools authorized under current law.) The bill also expands the definition of “foreign language” to include any language spoken by a Native American tribe, instead of only tribes that are federally recognized as under current law.

**§§ 2 & 3 — GOODWIN UNIVERSITY MAGNET SCHOOLS TUITION AUTHORITY**

*Authorizes Goodwin University Magnet Schools (“Goodwin”) to charge tuition to boards of education whose students attend grades kindergarten to 12*

The bill extends to Goodwin the same authority to charge tuition for its magnet schools, and the same conditions, as regional educational service centers (RESCs). Goodwin currently operates three magnet schools.

Under the bill, Goodwin is authorized to charge per student tuition to sending districts whose students attend grades kindergarten to 12. The tuition equals the difference between (1) the school's average per pupil expenditure for the previous fiscal year and (2) the magnet school grant amount received, plus any revenue from other sources, calculated on a per pupil basis. By law, starting in FY 25, the tuition charged for all magnet schools is capped at 58% of the per student tuition charged for FY 24, which the bill applies to Goodwin.

By law, RESC magnet schools that help the state meet its obligations under the *Sheff v. O'Neill* Connecticut Supreme Court desegregation decision (see BACKGROUND) may charge tuition of up to \$4,053 to parents or guardians of children attending preschool at these schools, but they are prohibited from charging tuition to any parent or guardian with a family income that is at or below 75% of the state median income. The state is required to cover the unpaid tuition for these parents, within available appropriations. The bill adds Goodwin to the group that may charge preschool tuitions and applies the same limitations.

#### **§§ 4 & 5 — SHEFF MAGNET SCHOOL REQUIREMENTS**

*Renews until June 30, 2025, the (1) requirement that Sheff magnet schools meet the required enrollment standards and (2) commissioner's authority to assess a financial penalty on noncompliant schools; makes technical changes*

The bill reinstates until June 30, 2025, the requirement that the education commissioner consider whether a *Sheff* magnet school meets the reduced-isolation standards required under *Sheff* to award grants to the school. The requirement had expired at the end of FY 21. A magnet school that does not meet the standards can still receive grants if the commissioner (1) finds that it is appropriate to award a grant for an additional year or years and (2) approves a plan to bring the school into compliance with the standards.

It also renews until June 30, 2025, the commissioner's authority to impose a financial penalty on a magnet school that does not meet the reduced-isolation standards for two or more consecutive years. Specifically, the commissioner may impose the penalty on the school's operator or, after consulting with the operator, take other appropriate

steps to help the operator comply.

The bill also makes related technical changes.

## **§ 6 — CONNECTICUT-GROWN FOR CONNECTICUT KIDS WEEK**

*Requires SDE to provide technical assistance and support for schools to arrange for interactions between students and farmers, including field trips and presentations, as part of Connecticut-Grown for Connecticut Kids Week*

The bill modifies State Department of Education's (SDE's) current responsibilities regarding the Connecticut-Grown for Connecticut Kids Week. Among other things, this annual, week-long event promotes Connecticut agriculture and foods to children through school meal and classroom programs and at farms, farmers' markets, and other community locations. Current law requires SDE to arrange for interaction between students and farmers, including field trips to farms and in-school presentations by farmers. The bill instead requires SDE to provide technical assistance and support for schools to do this.

## **§§ 7-11 — TRANSITION SERVICES AND PROGRAMS FOR STUDENTS RECEIVING SPECIAL EDUCATION SERVICES**

*Modifies the statutory definition of "transition service"; transfers responsibility for developing and maintaining an accessible online listing of transition resources and services from SERC to SDE's transition services coordinator; makes minor and conforming changes*

### ***Transition Service Definition (§ 7)***

The bill modifies the statutory definition of "transition service" for purposes of planning and providing these services to special education students who are leaving, or about to leave, the K-12 education system.

Current law defines a transition service as a service for special education students that facilitates their transition from school to postsecondary activities such as education, training, employment, or independent living.

The bill expands the definition to include coordinated activities including, at a minimum, instruction, community experiences, employment development, and other adult living objectives for a special education student. The activities must focus on improving the student's

academic and functional achievement to help them transition from school to post-school activities, including postsecondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living, or community participation. The activities must also be based on the individual student's needs, strengths, and interests.

### ***Online Transition Resources and Services Listing (§ 9)***

The bill transfers, from the State Education Resource Center (SERC) to SDE's transition services coordinator, responsibility for developing and maintaining an easily accessible online listing of transition resources, services, and programs.

Under current law, SERC must develop and maintain the listing in collaboration with SDE, the departments of Developmental Services, Social Services, and Aging and Disability Services, and the offices of Policy and Management and Workforce Strategy.

The bill transfers this responsibility to SDE's transition services coordinator and instead requires the coordinator to collaborate with the following agencies: the departments of Developmental Services, Aging and Disability Services, Children and Families, the Labor, Mental Health and Addiction Services, Public Health, Social Services, and Correction and the Office of Early Childhood. Existing law already requires these agencies to each appoint an employee to act as a liaison with the transition services coordinator.

The bill also makes a corresponding change to require the above list of agencies that must collaborate with the SDE transition services coordinator to post a link to the online listing in an easily accessible location on their respective agency websites.

## **BACKGROUND**

### ***Sheff v. O'Neill State Supreme Court Decision***

In this 1996 decision, the Connecticut Supreme Court ruled that the state had a constitutional obligation to remedy the educational inequities in the Hartford schools caused by racial and ethnic isolation

(238 Conn. 1 (1996)). The court ordered the state legislature and the governor to craft a solution, and legislation was passed to create voluntary desegregation in Hartford by creating interdistrict magnet schools and using programs such as Open Choice.

**COMMITTEE ACTION**

Education Committee

Joint Favorable Substitute

Yea 44 Nay 1 (03/06/2024)