General Assembly

Raised Bill No. 5180

February Session, 2024

LCO No. **1018**

Referred to Committee on EDUCATION

Introduced by:
(ED)

AN ACT IMPLEMENTING THE RECOMMENDATIONS OF THE DEPARTMENT OF EDUCATION.

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

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 Subsection (f) of section 10-5 of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2024*):

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

Sec. 2. Subsection (b) of section 10-69 of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2024*):

(b) (1) **[**Prior to July 1, 2004, no providing school district shall grant an adult education diploma to any adult education program participant who has not satisfactorily completed a minimum of twenty adult education credits, of which not fewer than four shall be in English; not fewer than three in mathematics; not fewer than three in social studies, including one in American history; not fewer than two in science; and not fewer than one in the arts or vocational education. On and after July 1, 2004**]** Prior to July 1, 2024, no providing school district shall grant an adult education diploma to any adult education program participant who has not satisfactorily completed a minimum of twenty adult education credits, of which not fewer than four shall be in English; not fewer than three credits shall be in mathematics; not fewer than three credits shall be in social studies, including one in American history and at least a one-half credit course in civics and American government; not fewer than two credits shall be in science; and not fewer than one credit shall be in the arts or vocational education. On and after July 1, 2024, no providing school district shall grant an adult education diploma to any adult education program participant who has not satisfactorily completed a minimum of twenty-five adult education credits, of which not fewer than nine credits shall be in the humanities, including civics, arts and one-half credit in personal financial management and financial literacy; not fewer than nine credits shall be in science, technology, engineering and mathematics; and not fewer than seven credits shall be elective credits. (2) Each providing school district shall determine the minimum number of weeks per semester an adult education program shall operate and shall provide certified counseling staff to assist adult education program students with educational and career counseling.

Sec. 3. Subdivision (1) of subsection (k) of section 10-264*l* of the 2024 supplement to the general statutes is repealed and the following is substituted in lieu thereof (*Effective from passage*):

(k) (1) For the fiscal year ending June 30, 2014, and each fiscal year thereafter, any tuition charged to a local or regional board of education by a regional educational service center operating an interdistrict magnet school, **[**or**]** any tuition charged by the Hartford school district

operating the Great Path Academy on behalf of Manchester Community College <u>or any tuition charged by the Goodwin University Magnet Schools operating an interdistrict magnet school</u> for any student enrolled in kindergarten to grade twelve, inclusive, in such interdistrict magnet school shall be in an amount equal to the difference between (A) the average per pupil expenditure of the magnet school for the prior fiscal year, and (B) the amount of any per pupil state subsidy calculated under subsection (c) of this section plus any revenue from other sources calculated on a per pupil basis, except for the fiscal year ending June 30, 2025, and each fiscal year thereafter, the per student tuition charged to a local or regional board of education shall not exceed fifty-eight per cent the per student tuition charged during the fiscal year ending June 30, 2024. If any such board of education fails to pay such tuition, the commissioner may withhold from such board's town or towns a sum payable under section 10-262i in an amount not to exceed the amount of the unpaid tuition to the magnet school and pay such money to the fiscal agent for the magnet school as a supplementary grant for the operation of the interdistrict magnet school program. In no case shall the sum of such tuitions exceed the difference between (i) the total expenditures of the magnet school for the prior fiscal year, and (ii) the total per pupil state subsidy calculated under subsection (c) of this section plus any revenue from other sources. The commissioner may conduct a comprehensive financial review of the operating budget of a magnet school to verify such tuition rate.

Sec. 4. Section 10-264o of the 2024 supplement to the general statutes is repealed and the following is substituted in lieu thereof (*Effective from passage*):

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

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

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

program.

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

(3) For the fiscal year ending June 30, 2015, a regional educational service center operating an interdistrict magnet school assisting the state in meeting its obligations pursuant to the decision in Sheff v. O'Neill, 238 Conn. 1 (1996), or any related stipulation or order in effect, as determined by the Commissioner of Education, and offering a preschool program may charge tuition to the parent or guardian of a child enrolled in such preschool program in an amount that is in accordance with the sliding tuition scale adopted by the State Board of Education pursuant to section 10-264p. The Department of Education shall be financially responsible for any unpaid portion of the tuition not charged to such parent or guardian under such sliding tuition scale. Such tuition shall not exceed an amount equal to the difference between (A) the average per pupil expenditure of the preschool program offered at the magnet school for the prior fiscal year, and (B) the amount of any per pupil state subsidy calculated under subsection (c) of section 10-264*l*, plus any revenue from other sources calculated on a per pupil basis. The commissioner may conduct a comprehensive review of the operating budget of any such magnet school charging such tuition to verify such tuition rate.

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

Sec. 5. Subsections (a) and (b) of section 10-264*l* of the 2024 supplement to the general statutes are repealed and the following is substituted in lieu thereof (*Effective July 1, 2024*):

(a) The Department of Education shall, within available appropriations, establish a grant program (1) to assist (A) local and regional boards of education, (B) regional educational service centers, (C) the Board of Trustees of the Community-Technical Colleges on behalf of Quinebaug Valley Community College and Three Rivers Community College, and (D) cooperative arrangements pursuant to section 10-158a, and (2) in assisting the state in meeting its obligations pursuant to the decision in Sheff v. O'Neill, 238 Conn. 1 (1996), or any related stipulation or order in effect, as determined by the commissioner, to assist (A) the Board of Trustees of the Community-Technical Colleges on behalf of a regional community-technical college, (B) the Board of Trustees of the Connecticut State University System on behalf of a state university, (C) the Board of Trustees of The University

of Connecticut on behalf of the university, (D) the board of governors for an independent institution of higher education, as defined in subsection (a) of section 10a-173, or the equivalent of such a board, on behalf of the independent institution of higher education, and (E) any other third-party not-for-profit corporation approved by the commissioner with the operation of interdistrict magnet school programs. All interdistrict magnet schools shall be operated in conformance with the same laws and regulations applicable to public schools. For the purposes of this section "an interdistrict magnet school program" means a program which (i) supports racial, ethnic and economic diversity, (ii) offers a special and high quality curriculum, and (iii) requires students who are enrolled to attend at least half-time. An interdistrict magnet school program does not include a regional agricultural science and technology school, a technical education and career school or a regional special education center. For the school year commencing July 1, 2017, and each school year thereafter, the governing authority for each interdistrict magnet school program shall (I) restrict the number of students that may enroll in the school from a participating district to seventy-five per cent of the total school enrollment, and (II) maintain a total school enrollment that is in accordance with the **[**reduced-isolation setting**]** enrollment standards for interdistrict magnet school programs, developed by the Commissioner of Education pursuant to section 10-264r, as amended by this act.

(b) (1) Applications for interdistrict magnet school program operating grants awarded pursuant to this section shall be submitted annually to the Commissioner of Education at such time and in such manner as the commissioner prescribes, except that on and after July 1, 2009, applications for such operating grants for new interdistrict magnet schools, other than those that the commissioner determines will assist the state in meeting its obligations pursuant to the decision in Sheff v. O'Neill, 238 Conn. 1 (1996), or any related stipulation or order in effect, as determined by the commissioner, shall not be accepted until the commissioner develops a comprehensive state-wide interdistrict magnet school plan. The commissioner shall submit such

comprehensive state-wide interdistrict magnet school plan on or before October 1, 2016, to the joint standing committees of the General Assembly having cognizance of matters relating to education and appropriations.

(2) In determining whether an application shall be approved and funds awarded pursuant to this section, the commissioner shall consider, but such consideration shall not be limited to: (A) Whether the program offered by the school is likely to increase student achievement; (B) whether the program is likely to reduce racial, ethnic and economic isolation; (C) the percentage of the student enrollment in the program from each participating district; and (D) the proposed operating budget and the sources of funding for the interdistrict magnet school. For a magnet school not operated by a local or regional board of education, the commissioner shall only approve a proposed operating budget that, on a per pupil basis, does not exceed the maximum allowable threshold established in accordance with this subdivision. The maximum allowable threshold shall be an amount equal to one hundred twenty per cent of the state average of the quotient obtained by dividing net current expenditures, as defined in section 10-261, by average daily membership, as defined in said section, for the fiscal year two years prior to the fiscal year for which the operating grant is requested. The Department of Education shall establish the maximum allowable threshold no later than December fifteenth of the fiscal year prior to the fiscal year for which the operating grant is requested. If requested by an applicant that is not a local or regional board of education, the commissioner may approve a proposed operating budget that exceeds the maximum allowable threshold if the commissioner determines that there are extraordinary programmatic needs. For the fiscal years ending June 30, 2017, **[**June 30, 2018, June 30, 2020, and June 30, 2021**]** <u>to June 30, 2025, inclusive</u>, in the case of an interdistrict magnet school that will assist the state in meeting its obligations pursuant to the decision in Sheff v. O'Neill, 238 Conn. 1 (1996), or any related stipulation or order in effect, as determined by the commissioner, the commissioner shall also consider whether the school is meeting the **[**reduced-isolation

setting] enrollment standards for interdistrict magnet school programs, developed by the commissioner pursuant to section 10-264r, as amended by this act. If such school has not met such [reduced-isolation setting] enrollment standards, it shall not be entitled to receive a grant pursuant to this section unless the commissioner finds that it is appropriate to award a grant for an additional year or years and approves a plan to bring such school into compliance with such [reduced-isolation setting] enrollment standards. If requested by the commissioner, the applicant shall meet with the commissioner or the commissioner's designee to discuss the budget and sources of funding.

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

(4) For the fiscal years ending June 30, 2018, to June 30, 2021, inclusive, if an interdistrict magnet school program does not maintain a total school enrollment that is in accordance with the [reduced-isolation setting] enrollment standards for interdistrict magnet school programs, developed by the commissioner pursuant to section 10-264r, as amended by this act, for two or more consecutive years, the commissioner may impose a financial penalty on the operator of such interdistrict magnet school program, or take any other measure, in consultation with such operator, as may be appropriate to assist such operator in complying with such [reduced-isolation setting] enrollment standards.

Sec. 6. Section 10-264r of the 2024 supplement to the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2024*):

Not later than July 1, 2017, the Commissioner of Education shall develop, and revise as necessary thereafter, reduced-isolation enrollment standards for interdistrict magnet school programs that shall serve as the enrollment requirements for purposes of section 10-264*l*, as amended by this act. Such standards shall (1) comply with the decision of Sheff v. O'Neill, 238 Conn. 1 (1996), or any related stipulation or order in effect, for an interdistrict magnet school program located in the Sheff region, as defined in subsection (k) of section 10-264*l*, as amended by this act, (2) define the term "reduced-isolation student" for purposes of the standards, (3) establish a requirement for the minimum percentage of reduced-isolation students that can be enrolled in an interdistrict magnet school program, provided such minimum percentage is not less than twenty per cent of the total school enrollment, (4) allow an interdistrict magnet school program to have a total school enrollment of reduced-isolation students that is not more than one per cent below the minimum percentage established by the commissioner, provided the commissioner approves a plan that is designed to bring the number of reduced-isolation students of such interdistrict magnet school program into compliance with the minimum percentage, and (5) for the school year commencing July 1, 2018, authorize the commissioner to establish on or before May 1, 2018, and revise as necessary thereafter, an alternative reduced-isolation student enrollment percentage for an interdistrict magnet school program located in the Sheff region, provided the commissioner (A) determines that such alternative (i) increases opportunities for students who are residents of Hartford to access an educational setting with reduced racial isolation or other categories of diversity, including, but not limited to, geography, socioeconomic status, special education, multilingual learners and academic achievement, (ii) complies with the decision of Sheff v. O'Neill, 238 Conn. 1 (1996), or any related stipulation or order in effect, and (B) approves a plan for such interdistrict magnet school program

that is designed to bring the number of reduced-isolation students of such interdistrict magnet school program into compliance with such alternative or the minimum percentage described in subdivision (2) of this section. Not later than May 1, 2018, the commissioner shall submit a report on each alternative reduced-isolation student enrollment percentage established, pursuant to subdivision (4) of this section, for an interdistrict magnet school program located in the Sheff region to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a. The reduced-isolation **[**setting**]** enrollment standards for interdistrict magnet school programs shall not be deemed to be regulations, as defined in section 4-166.

Sec. 7. Subsection (b) of section 22-38d of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2024*):

(b) The Department of Education, in consultation with the Department of Agriculture, school food service directors and interested farming organizations, shall (1) establish a week-long promotional event, to be known as Connecticut-Grown for Connecticut Kids Week, in late September or early October each year, that will promote Connecticut agriculture and foods to children through school meal and classroom programs, at farms, farmers' markets and other locations in the community, (2) encourage and solicit school districts, individual schools and other educational institutions under its jurisdiction to purchase Connecticut-grown farm products, (3) provide outreach, guidance and training to districts, parent and teacher organizations, schools and school food service directors concerning the value of and procedure for purchasing and incorporating into their regular menus Connecticut-grown farm products, (4) in consultation with the Department of Agriculture, arrange for local, regional and state-wide events where potential purchasers and farmers can interact, and (5) provide technical assistance and support for schools to arrange for interaction between students and farmers, including field trips to farms and in-school presentations by farmers.

Sec. 8. Subsections (a) and (b) of section 10-74o of the 2024 supplement to the general statutes are repealed and the following is substituted in lieu thereof (*Effective July 1, 2024*):

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

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

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

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

(4) "Transition coordinator" means a director of pupil personnel or other person employed by a local or regional board of education, as designated by such director, who assists parents and students in the school district governed by such board navigate the transition resources, transition services and public transition programs available for such

students; and

(5) "Transition program" means a program or provider that provides transition-only services (A) based on an individualized education program, (B) for a student who requires special education and meets the academic requirements to graduate from high school, and (C) for the period of time when such student reaches eighteen years of age until such student graduates from high school or the end of the school year in which such student reaches twenty-two years of age, whichever occurs first.

(b) The Department of Education shall employ a State-wide Transition Services Coordinator within the Bureau of Special Education. The State-wide Transition Services Coordinator shall (1) coordinate the provision of transition resources, transition services and public transition programs throughout the state in collaboration with the liaisons appointed by other state agencies pursuant to section 10-74m, as amended by this act, (2) establish minimum standards for public transition programs and metrics for measuring such standards, (3) perform [unannounced] site visits of public transition programs for the purpose of determining the effectiveness of and suggesting improvements to such programs and post data on the department's Internet web site related to how such public transition program measured against the minimum standards established pursuant to subdivision (2) of this subsection, (4) develop and make available on the department's Internet web site a course for educators and school staff who do not provide transition services to inform such educators and staff about transition services and programs, including, but not limited to, about the purpose, essential programming and deadlines of such programs, (5) establish minimum standards for the training of transition coordinators and maintain a record of each transition coordinator completing the training program developed by the Department of Education pursuant to section 10-74r, as amended by this act, and (6) establish best practices for the provision of transition services and distribute such best practices to each transition coordinator.

Sec. 9. Section 10-74m of the 2024 supplement to the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2024*):

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

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

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

Sec. 10. Subsection (a) of section 10-74n of the 2024 supplement to the

general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2024*):

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

Sec. 11. Subsection (a) of section 10-74r of the 2024 supplement to the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2024*):

(a) Not later than January 1, 2024, each local and regional board of education shall ensure that a transition coordinator has been designated, who may be the director of pupil personnel or another employee of such board appointed as transition coordinator by such director. Each transition coordinator shall (1) complete the training program developed by the Department of Education pursuant to

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

Sec. 12. Subparagraph (B) of subdivision (9) of subsection (a) of section 10-76d of the 2024 supplement to the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2024*):

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

Sec. 13. Section 10-74u of the 2024 supplement to the general statutes

is repealed and the following is substituted in lieu thereof (*Effective July 1, 2024*):

The Department of Education shall conduct audits of special education programs in randomly selected school districts each year to oversee the implementation of the Individuals with Disabilities Education Act, 20 USC 1400 et seq., as amended from time to time. Such audits shall include, but need not be limited to, (1) interviewing teachers and staff who provide special education services and parents or guardians of children requiring special education, (2) conducting **[**unannounced**]** on-site visits to observe classroom practice and any other facet of the administration or provision of special education services in order to ensure compliance with individual education plans and all state and federal law and guidance, and (3) reviewing individualized education programs.

This act shall take effect as follows and shall amend the following sections:		
Section 1	*July 1, 2024*	10-5(f)
Sec. 2	*July 1, 2024*	10-69(b)
Sec. 3	*from passage*	10-264l(k)(1)
Sec. 4	*from passage*	10-264o
Sec. 5	*July 1, 2024*	10-264l(a) and (b)
Sec. 6	*July 1, 2024*	10-264r
Sec. 7	*July 1, 2024*	22-38d(b)
Sec. 8	*July 1, 2024*	10-74o(a) and (b)
Sec. 9	*July 1, 2024*	10-74m
Sec. 10	*July 1, 2024*	10-74n(a)
Sec. 11	*July 1, 2024*	10-74r(a)
Sec. 12	*July 1, 2024*	10-76d(a)(9)(B)
Sec. 13	*July 1, 2024*	10-74u

Statement of Purpose:

To (1) broaden access to the State Seal of Biliteracy, (2) increase the number of credits required for an adult education diploma, (3) authorize Goodwin University Magnet Schools to charge tuition to boards of education for enrolled students, (4) extend the dates for compliance with the magnet school enrollment standards in accordance with Sheff v.

O'Neill stipulations, (5) change the Department of Education's responsibilities under the farm to school program from arranging interactions with farmers to providing technical assistance and support for interactions with farmers, and (6) amend definitions of terms and the department's responsibilities concerning transition programs.

[Proposed deletions are enclosed in brackets. Proposed additions are indicated by underline, except that when the entire text of a bill or resolution or a section of a bill or resolution is new, it is not underlined.]