



Acts Affecting Education

By: John D. Moran, Principal Analyst
Marybeth Sullivan, Principal Analyst
July 16, 2019 | 2019-R-0136

Notice to Readers

This report provides summaries of new laws (public acts and special acts) significantly affecting education enacted during the 2019 regular session. OLR's other Acts Affecting reports, including Acts Affecting Children, are, or will soon be, available on OLR's website:

<https://www.cga.ct.gov/olr/actsaffecting.asp>.

Each summary indicates the public act (PA) or special act (SA) number. Not all provisions of the acts are included. The report does not include vetoed acts unless the veto was overridden.

Complete summaries of public acts are, or will soon be, available on OLR's website:

<https://www.cga.ct.gov/olr/olrsums.asp>.

Readers are encouraged to obtain the full text of acts that interest them from the Connecticut State Library, House Clerk's Office, or General Assembly's website: <http://www.cga.ct.gov>.

Table of Contents

Curriculum and Instruction.....	6
African-American and Puerto Rican and Latino Studies	7
Computer Science.....	7
Health Curriculum Framework	7
Early Childhood Education	7
Care 4 Kids Eligibility	7
Care 4 Kids Reporting.....	7
Child Care Immunization and Exam Requirements.....	8
Comprehensive Background Checks for Child Care Providers	8
Early Childhood Educator Compensation Schedule	8
Early Childhood Staff Qualifications	8
Head Teachers and Educational Consultants.....	9
Information on Early Childhood Interventions.....	9
LEAP Program and Licensing	9
License Suspension or Probation for Child Care Providers.....	9
Notice of Closure.....	9
Preschool Enrollment Age	10
School Readiness Per Child Cost Rate	10
Grants and Funding	10
After-School Program Grants.....	10
District-Specific Excess Cost Grant Extension.....	10
Eligibility for Magnet School Operating Grants	10
Grant Caps for FYs 20-21.....	11
Grants for State-Licensed Child Care Centers for Disadvantaged Children	11
Magnet School Per-Student Grants	11
Magnet School Transportation Grants	11
Partnership for Connecticut, Inc.	11
Priority School District (PSD) Funding.....	12
School Readiness Program Grants	12
School Security Infrastructure Grants	12
Health and Safety	13
Bullying and School Climate.....	13
Carriers Transporting Students and the Suspended and Revoked Driver List.....	13

CPR and First Aid Certification and Training	13
Domestic Violence Victim Services Information	14
Firearm Safety Programs for K-12 Public School Students	14
Mobile Telephone and Electronic Device Use by School Bus Drivers	14
Parking Tickets by Private High Schools.....	14
School Police and Security Responding to Civil Immigration Detainers	15
School Security.....	15
Smoking and Vaping Age and Prohibited Locations.....	15
Sunscreen Application in Schools.....	16
School Districts and Boards of Education	16
Criminal History Records Checks for School Personnel	16
Expense and Revenue Disclosure	16
Homeless Students' Access to Education.....	16
MBR and ECS	17
MBR Calculation Worksheets.....	17
MBR Penalty Reduction and Waiver Option	17
School Governance Council Term Limits.....	17
Setting Firm Graduation Dates	17
Town-Specific MBR Waivers	18
Undirected Play	18
Unexpended Education Funds Account.....	18
Working Papers Exemption	18
Special Education	19
Birth to Three Transition Working Group.....	19
Education Plans for Deaf or Hard of Hearing Students.....	19
Gifted and Talented Identification	19
Individualized Family Services Plan.....	19
Language Skills Assessment for Deaf or Hard of Hearing Students	20
Magnet School Students with 504 Plans	20
Private Special Education Provider Complaint Transparency.....	20
Private Specialists in Schools	20
Transition Services for Children with Autism	20
State Department of Education	21
School District Uniform Chart of Accounts	21
Study of Local Education Agency Status	21

Youth Service Bureaus	21
Students	22
Career Exploration	22
Expulsion Criteria	22
Student Success Plans	22
Teachers and Other Education Employees	22
Alternate Route to Certification (ARC) for Computer Science Teachers	22
ARC Seats for Veterans	22
Certification for Computer Science Teachers	23
Computer Science Curriculum for Teacher Preparation Programs	23
Dyslexia Instruction and Training Task Force	23
edTPA Working Group	23
Instruction in Culturally Responsive Pedagogy and Practice	24
Minority Teacher Grants	24
Minority Teacher Hiring Goal	24
Mortgage Assistance for Minority Teachers	24
Planning and Placement Team Participation	24
Re-employment of Retired Teachers	25
Teacher Certification Requirement Flexibility	25
Teacher Pension Tax Exemption	25
Teacher Recertification	25
Teacher Reciprocity Agreements	25
Teacher Shortages	26
Teachers' Retirement Fund Bonds Special Capital Reserve Fund	26
Tenure in Priority School Districts	26
Technical High Schools and Careers	26
Career and Technical Education Teachers	26
Computer Science Training and Job Placement	26
Connecticut Apprenticeship and Education Committee	27
Critical Construction Trades	27
TECS as an Independent Agency	27
Utilities' Workforce Needs	27
Higher Education	27
Business Tax Credit for Student Loan Payment	27
College Connections Program	28

Debt-Free Community College.....	28
Disclosure Requirements for For-Profit Colleges and Universities and Private Occupational Schools	28
Distance Learning Programs.....	29
Endowed Chair	29
Environmental Agricultural Programs.....	29
Expansion of Advanced Manufacturing Certificate Programs	29
FAFSA Month	29
Federal Title IX Regulations Task Force	30
Food Insecurity at Public Higher Education Institutions.....	30
In-State Student Status for Armed Forces Members’ Spouses and Children.....	30
Mental Health Services	30
Model Internship Program.....	31
Nontraditional Pathways to a Bachelor’s Degree	31
Open Source Textbooks.....	31
Parking Tickets Issued by Independent Higher Education Institutions.....	31
Policies on Opioid Antagonists	31
Program Approval Exemption.....	31
School Police and Security Response to Civil Immigration Detainers.....	32
STEM Graduate Tax Credit Repeal.....	32
Students First Initiative.....	32
Tuition Waiver for Veterans	32
UConn Entrepreneurship and Economic Development Initiatives	33
Additional Minor Changes	33
Various Acts.....	33

Curriculum and Instruction

African-American and Puerto Rican and Latino Studies

Under a new law, all public school districts must (1) include African-American and black and Puerto Rican and Latino studies in their curriculum beginning with the 2021-22 school year and (2) offer a black and Latino studies high school course in the 2022-23 school year. The law adds these topics to the state's existing required program of study for public schools.

The State Board of Education (SBE) must review and approve, by January 1, 2021, a black and Latino studies high school course ([PA 19-12](#), various effective dates).

Computer Science

A new law adds computer science to the list of subjects that must be taught in public schools. It makes computer programming a required component of computer science instruction, rather than a stand-alone instruction topic as under prior law. It also, among other things, establishes the “computer science education account” in the General Fund to help support curriculum development and other programs that support computer science education ([PA 19-128](#), §§ 1 & 10, effective July 1, 2019).

Health Curriculum Framework

A new law requires the State Department of Education (SDE) to update the comprehensive school health education component of the Healthy and Balanced Living Curriculum Framework by January 1, 2020, to include sexual harassment and assault, adolescent relationship abuse and intimate partner violence, and human trafficking and commercial sexual exploitation ([PA 19-91](#), § 7, effective upon passage).

Early Childhood Education

Care 4 Kids Eligibility

A new law authorizes the Office of Early Childhood (OEC) commissioner to increase the family income ceiling for Care 4 Kids child care subsidy applicants to the maximum level allowed under federal law (i.e., up to 85% of the statewide median income), thereby expanding the number of families eligible for the subsidy ([PA 19-121](#), § 1, effective July 1, 2019).

Care 4 Kids Reporting

The biennial budget act requires OEC to report to the Appropriations and Education committees by October 1, 2019, and quarterly thereafter, about the Care 4 Kids program's (1) expenditures of

state and federal funds and (2) enrollment by priority group ([PA 19-117](#), § 257, effective July 1, 2019).

Child Care Immunization and Exam Requirements

A new law allows any child care center, group child care home, or family child care home to serve a foster child for up to 45 days without that child meeting state child care regulations' immunization and physical exam requirements. It requires such centers or homes to maintain the foster child's records for at least two years after he or she leaves their care ([PA 19-121](#), §§ 2 & 3, effective July 1, 2019).

Comprehensive Background Checks for Child Care Providers

State law generally requires child care providers to undergo periodic comprehensive background checks. A new law delineates the individuals to whom this requirement applies: (1) child care center and group or family child care home licensees, employees, volunteers, assistants, substitutes, or household members; (2) child care providers receiving Care 4 Kids subsidies in a family child care home or through an informal arrangement with neighbors or relatives in their own homes; and (3) any other providers receiving Care 4 Kids subsidies. It also specifies that the checks must comply with federal regulations for criminal background checks for child care providers ([PA 19-121](#), § 4, effective July 1, 2019).

Early Childhood Educator Compensation Schedule

The legislature enacted a new law that requires OEC to establish a proposed early childhood educator compensation schedule for certain employees of any child care or school readiness program that accepts state funds for infant, toddler, and preschool spaces. Among other things, the schedule must include a recommended minimum salary. OEC must submit the proposed schedule, with any recommendations, to the Appropriations and Education committees by January 1, 2021 ([PA 19-61](#), effective July 1, 2019).

Early Childhood Staff Qualifications

A new law delays the implementation of heightened staff education qualifications for early childhood education programs that accept state funds. It also implements these requirements in three phases, rather than two as prior law required. The new law delays the starting date of phase one by two years, to July 1, 2022, and the final phase by six years, to July 1, 2029. It creates an additional phase in between these two that starts on July 1, 2025 ([PA 19-34](#), effective July 1, 2019).

Head Teachers and Educational Consultants

A new law requires the OEC commissioner to approve the application of anyone seeking a head teacher or educational consultant position in a state-licensed child care center or group child care home if the applicant satisfies certain requirements specified in state regulations. It allows her to suspend or revoke this approval, however, if she has reason to believe the individual has (1) failed to comply substantially with these state regulations, (2) knowingly made or caused to be made any false or misleading statements to OEC, or (3) engaged in any other behavior that makes him or her unsuitable for such work. The new law outlines the procedures the commissioner must follow when imposing a suspension or revocation ([PA 19-121](#), § 13, effective July 1, 2019).

Information on Early Childhood Interventions

A new law requires OEC to develop a one-page document (1) listing key developmental milestones for children from birth to age five and (2) containing notice that parents or guardians concerned that their child has not met a developmental milestone may access the OEC Child Development Infoline for information on appropriate services. OEC must create the document by January 1, 2020, and each operator of a child care center, group child care home, or family care home must post a copy of it in a conspicuous place on the center's or home's premises beginning February 1, 2020 ([PA 19-106](#), effective July 1, 2019).

LEAP Program and Licensing

The legislature added Leadership, Education, and Athletics in Partnership, Inc. (LEAP), a New Haven-based nonprofit youth development organization, to the list of services exempted from state child care licensing requirements. Like other exempted services, LEAP must notify participating children's parents or guardians that the program is not licensed by OEC ([PA 19-122](#), effective July 1, 2019).

License Suspension or Probation for Child Care Providers

A new law allows the OEC commissioner to order a summary suspension or probation of a provider's license for a child care center, group child care home, or family child care home, pending any license revocation or other proceedings, if she finds that public health, safety, or welfare requires emergency action ([PA 19-121](#), §§ 5 & 6, effective July 1, 2019).

Notice of Closure

The legislature enacted a law that allows OEC to fine a child care center or group child care home up to \$5,000 for failing to give at least 30 days' written notice of a proposed closure to its

employees, parents and guardians it serves, and OEC. The new law outlines the procedures the commissioner must follow when imposing the fine ([PA 19-121](#), § 7, effective July 1, 2019).

Preschool Enrollment Age

A new law allows a child care center or group child care home that is licensed with a preschool endorsement to deem a child age 32–36 months old to be three years old for purposes of enrolling him or her in a preschool program the center or home provides, but only with written authorization from the child’s parent or guardian and the program director ([PA 19-121](#), § 14, effective July 1, 2019).

School Readiness Per Child Cost Rate

A new law extends the cap on the per child cost (i.e., \$8,927) of OEC’s school readiness programs through FY 20. For FY 21 and the subsequent fiscal years, the law increases the cap to \$9,027. Additionally, the new law removes the OEC commissioner’s authority to, under specified conditions, (1) establish new rates for the school readiness program and (2) revise the rates during a fiscal year ([PA 19-117](#), § 260, effective July 1, 2019).

Grants and Funding

After-School Program Grants

In the biennial budget act, the legislature required SDE to award, beginning in FY 20, at least 10% of the funds appropriated for after-school grants to (1) municipalities with a population of 7,500 or fewer or (2) local or regional boards of education for towns with a population of 7,500 or fewer. Any of these funds that are not awarded by October 15 of the fiscal year must be made available to be awarded to any municipality or board of education, regardless of population. Additionally, the act allows grant recipients to expend program funds to provide after-school program transportation beginning in FY 20 ([PA 19-117](#), § 248, effective July 1, 2019).

District-Specific Excess Cost Grant Extension

The biennial budget act requires SBE to pay a special education excess cost grant for FY 20 to the Region 14 school district for excess costs incurred in FY 19, irrespective of statutory grant application filing deadlines ([PA 19-117](#), § 289, effective July 1, 2019).

Eligibility for Magnet School Operating Grants

A new law allows a non-Sheff magnet school that is not in compliance with the state’s minority student enrollment requirements (i.e., integration requirements) to continue to be eligible for

magnet school operating grants in FYs 20 and 21 if the school submits a compliance plan to the education commissioner and he approves it ([PA 19-139](#), § 4, effective July 1, 2019).

Grant Caps for FYs 20-21

The legislature passed a new law that caps six education grants to boards of education for FYs 20 and 21. The caps require that grants be proportionately reduced if the state budget appropriations do not fund the full amounts required by the respective statutory formulas. The caps apply to (1) adult education programs, (2) bilingual education, (3) special education costs for public agency-placed students under a temporary custody order, (4) school districts' excess special education costs, (5) excess regular education costs for state-placed children educated by private residential facilities, and (6) health grants for private nonprofit schools ([PA 19-117](#), §§ 264-269, effective July 1, 2019).

Grants for State-Licensed Child Care Centers for Disadvantaged Children

The biennial budget act requires, beginning in FY 20, that any state financial assistance for child care centers for disadvantaged children that exceeds the funding they received in FY 19 be used exclusively to increase the salaries of educators employed by the centers. Additionally, under prior law the state's assistance could include, among other things, a grant for up to the per child cost established in state law. Under the new law, centers receiving this form of assistance must receive at least the per child cost established in state law ([PA 19-117](#), § 258, effective July 1, 2019).

Magnet School Per-Student Grants

The legislature enacted a law that increases the maximum per-student grant for magnet schools by 2% and reauthorizes SDE's authority to prioritize magnet school grants based on certain enrollment conditions. The law also extends magnet school grant eligibility criteria for two more years, FYs 20 and 21 ([PA 19-117](#), § 270, effective July 1, 2019).

Magnet School Transportation Grants

The biennial budget act extends the education commissioner's authority to award *Sheff* magnet school transportation grants and supplemental grants to FY 20 and each following year ([PA 19-117](#), § 261, effective July 1, 2019).

Partnership for Connecticut, Inc.

The biennial budget act establishes The Partnership for Connecticut, Inc. as a nonprofit corporation organized and established (1) by a specified philanthropic enterprise and (2) under state laws

governing nonprofit corporations. It requires that the corporation be funded in FY 20 with (1) \$20 million from the philanthropic enterprise and (2) upon confirmation of this contribution, \$20 million from the state.

The corporation's required purposes include strengthening public education in Connecticut, supporting financial inclusion and social entrepreneurship, promoting upward mobility, and supporting economic development in under-resourced communities through microfinance and social entrepreneurship.

The new law requires the corporation to provide financial assistance under policies and procedures its board of directors adopts. The policies and procedures may include eligibility for state and local government agencies, private for-profit and not-for-profit institutions, and individuals to apply for and receive grants, loans, or other forms of assistance ([PA 19-117](#), §§ 183-189, effective upon passage).

Priority School District (PSD) Funding

A new law requires the education commissioner to monitor the progress of PSDs and imposes restrictions on how they spend their PSD grant if their accountability index score does not improve. By March 1, 2022, the education commissioner must determine whether the accountability index for each PSD has improved during the 2018-19 to 2020-21 school years. For those districts that have not improved, the law requires that the grant money be spent on reading and numeracy instruction and on reducing chronic absenteeism ([PA 19-130](#), §§ 1-3, effective July 1, 2019).

School Readiness Program Grants

Beginning in FY 20, the biennial budget act requires state-licensed school readiness programs that operate full-day, year-round programs and receive school readiness per-pupil state grants to use any grant amount exceeding \$8,927 per child exclusively to increase the salary of individuals directly responsible for teaching or caring for children in school readiness program classrooms ([PA 19-117](#), § 259, effective July 1, 2019).

School Security Infrastructure Grants

A new law requires the Department of Emergency Services and Public Protection (DESPP) and the School Safety Infrastructure Council to evaluate and simplify the documentation requirements for school security infrastructure grant applications. DESPP and the council must (1) submit a report to the Public Safety and Security Committee by January 1, 2020, indicating how the department will simplify the requirements and (2) implement the new requirements based on their findings by July 1, 2020 ([PA 19-52](#), § 2, effective upon passage).

Health and Safety

Bullying and School Climate

A new law makes numerous changes to the laws related to school bullying and school climate. Among these changes, it (1) establishes a 33-member social and emotional learning and school climate advisory collaborative and tasks it with developing a student suicide risk assessment and biennial state-wide climate survey, (2) modifies the definition of bullying by eliminating the requirement that the action occur between students, and (3) requires boards of education to provide on SDE's website certain bullying prevention and intervention training materials for school administrators ([PA 19-166](#), various effective dates).

Carriers Transporting Students and the Suspended and Revoked Driver List

By law, the Department of Motor Vehicles (DMV) must periodically provide to school districts and school bus companies (i.e., carriers) a report listing the names and driver's license numbers of each public passenger endorsement holder whose license or endorsement has been suspended or revoked. Carriers must review DMV's report at least once during the first and third week of each month.

A new law eliminates the requirement that DMV ensure that each carrier is reviewing the report by (1) conducting random compliance audits of carriers, (2) maintaining a record of carrier report review, and (3) making the record publicly available upon request. It instead requires carriers to register with DMV on and after October 1, 2019, and provide the name of the employee or agent responsible for checking the suspended and revoked driver list.

Under the new law, failure to register is subject to a civil penalty of \$1,000 for a first violation and \$2,500 for each subsequent violation, but the penalty may be reduced with justification ([PA 19-119](#), §§ 6 & 7, effective July 1, 2019).

CPR and First Aid Certification and Training

A new law adds to the list of organizations that may certify or train people in cardiopulmonary resuscitation (CPR) or first aid for various purposes, including some related to schools and day care centers. For example, the act applies to required first aid courses for (1) qualified educators and lifeguards monitoring school swimming pools and (2) staff members of before or after school programs, day camps, and child care facilities who are trained to administer medication with a cartridge injector to children with diagnosed allergic conditions ([PA 19-105](#), effective July 1, 2019).

Domestic Violence Victim Services Information

The legislature enacted a new law that requires SDE to (1) publish on its website information on domestic violence victim services and resources it receives from the Judicial Branch's Office of Victim Services and (2) disseminate the information to boards of education each school year. The boards, in turn, must require that the information be provided to any (1) student, parent, or guardian who expresses to a school employee that the student, parent, guardian, or a person residing with them does not feel safe at home because of domestic violence and (2) student's parent or guardian who authorizes the transfer of his or her education records to another school ([PA 19-146](#), effective July 1, 2019).

Firearm Safety Programs for K-12 Public School Students

The legislature required SBE, within available appropriations, to develop guides to aid boards of education in developing firearm safety programs for public students in kindergarten through grade 12. It also allowed boards of education to offer firearm safety programs to K-12 public school students, rather than K-8 public school students as under prior law ([PA 19-5](#), §§ 4 & 5, effective July 1, 2019).

Mobile Telephone and Electronic Device Use by School Bus Drivers

The law generally prohibits school bus drivers, while driving a bus carrying passengers, from using a hand-held mobile telephone or other electronic device, even with hands-free accessories, except to (1) place emergency calls to school officials or (2) use such a telephone to have emergency communications with emergency response operators, other similar emergency personnel, or medical or public safety personnel.

A new law additionally allows these drivers to use a hand-held mobile telephone or device in the same manner as a two-way radio for any real-time communication with school officials and those professionals and entities listed above ([PA 19-119](#), § 15, effective October 1, 2019).

Parking Tickets by Private High Schools

A new law lifts the prohibition on private high schools issuing parking citations imposing fines, including by written warning, posted signs, or any other means, to owners of vehicles parked on their property. Prior law prohibited all private property owners and lessees, or their agents, from issuing these parking citations ([PA 19-140](#), effective upon passage).

School Police and Security Responding to Civil Immigration Detainers

A new law makes several changes to the state's civil immigration detainer law. Among other things, the new law generally prohibits law enforcement officers, including school police or security department employees at public schools, from arresting or detaining someone under a detainer unless they also have a judicial warrant. The new law also requires the Office of Policy and Management (OPM) to ensure that its requirements are disseminated to, and appropriate training is provided for, all affected law enforcement agencies and school police or security departments ([PA 19-20](#), as amended by [PA 19-23](#), effective October 1, 2019).

School Security

A new law requires DESPP to (1) update state school security and safety plan standards every three years, starting by January 1, 2020; (2) simplify certain school security reporting requirements; and (3) develop criteria to identify qualified school security consultants and limit the existing registry to such individuals only. It also adds related duties for SDE.

DESPP must submit a report to the Public Safety and Security Committee by January 1, 2020, identifying the essential components for school security reporting and indicate how the department will simplify them. The department must implement the new requirements based on its findings by July 1, 2020 ([PA 19-52](#), most provisions effective upon passage).

Smoking and Vaping Age and Prohibited Locations

A new law increases the legal smoking age (including e-cigarettes) from 18 to 21 and makes various other changes to smoking laws, such as expanding the existing ban on smoking at schools and child care centers. It bans smoking on all school property, inside or outside, instead of only within a school building while school is in session or during student activities as under prior law. The ban applies to public and private schools.

The new law also (1) expands existing law's prohibition on e-cigarette use to include the grounds of a child care facility, instead of only inside the facility, and (2) extends the prohibition to include cigarette and other tobacco products. As under existing law for e-cigarettes, the prohibition applies to family child care homes (i.e., private homes caring for up to six children) only when a child enrolled in the home is present ([PA 19-13](#), §§ 2, 17 & 18, effective October 1, 2019).

Sunscreen Application in Schools

Under a new law, students age six or older may possess and self-apply over-the-counter sunscreen in schools before outdoor activities, if the parent or guardian gives written authorization to the school nurse. School boards may adopt policies and procedures they determine necessary to implement this law ([PA 19-60](#), effective July 1, 2019).

School Districts and Boards of Education

Criminal History Records Checks for School Personnel

This session the legislature made changes to laws governing criminal history records checks for school personnel. Among other things, it established separate but analogous criminal history records check requirements for personnel employed by “eligible school operators” and “nongovernmental school operators,” as defined by the new legislation. It also (1) allowed eligible school operators and nongovernmental school operators to subject service providers who have direct contact with students to criminal history check requirements and (2) established specific criminal history check requirements for student teachers working in public schools as part of their teacher preparation programs.

Additionally, the new law specifies the state agencies and educational entities that are required to share the results of criminal history records checks and when this applies ([PA 19-91](#), §§ 1-4, effective July 1, 2019).

Expense and Revenue Disclosure

The biennial budget act requires boards of education to quarterly post online current and projected expenses and revenue and submit this information to the municipal legislative body or board of selectmen, as applicable ([PA 19-117](#), § 290, effective July 1, 2019).

Homeless Students’ Access to Education

Existing law provides an appeals process when students are denied access to school accommodations, including transportation, to attend a public school. This year the legislature added homeless youth (i.e., “unaccompanied youth” under federal law) to existing law’s appeals process that requires boards of education to notify students of hearings and decisions. It also modified the burden of proof in cases where the child is claiming to be homeless and established additional steps that boards must take in these cases ([PA 19-179](#), effective July 1, 2019).

MBR and ECS

The legislature renewed and modified the minimum budget requirement (MBR) for local education budgets for FYs 20 and 21 with certain permitted reductions and exemptions, including some new ones. Generally, the MBR prohibits a town from budgeting less for education than it did in the previous fiscal year unless it meets one of the criteria for an MBR reduction or exemption.

The legislature also updated the calculation to determine whether a town's Education Cost Sharing (ECS) grant for FYs 20 and 21 is an increase or decrease in aid as it relates to the MBR. With some exceptions, when the ECS grant increases from one year to the next, a district's MBR increases by the same amount ([PA 19-117](#), §§ 271 & 272, effective July 1, 2019).

MBR Calculation Worksheets

Beginning FY 20, a new law requires SDE to (1) compile an MBR calculation worksheet for each school district, (2) provide the worksheet to the appropriate local and regional board of education, and (3) make each worksheet available on its website ([PA 19-117](#), § 250, effective July 1, 2019).

MBR Penalty Reduction and Waiver Option

The biennial budget act requires any town with an SBE-determined budgeted education appropriation shortfall for FY 19 to forfeit an amount of state aid equal to the shortfall, rather than double the shortfall amount as required by law. SDE must withhold the forfeiture from the town's ECS grant in FY 21 as required by law.

The act alternatively allows such a town to avoid this forfeiture penalty if it increases its budgeted education appropriation for FY 20 in an amount equal to the amount of its FY 19 shortfall ([PA 19-117](#), § 288, effective July 1, 2019).

School Governance Council Term Limits

A new law increases the term limit for school governance council voting members from two to four terms. By law, voting members who are elected to the council serve two-year terms, and nonvoting student members serve no more than two one-year terms ([PA 19-91](#), § 8, effective July 1, 2019).

Setting Firm Graduation Dates

A new law allows a board of education to establish, at any time in the school year, a firm high school graduation date no earlier than the 180th day of the board-adopted school calendar for that year. Under prior law, a board had to wait until at least April 1 to set a firm high school graduation date that provides at least 180 days of school (i.e., the minimum number required). (Prior to April 1,

the board could set a firm graduation date no earlier than the 185th day noted in the school calendar) ([PA 19-195](#), effective July 1, 2019).

Town-Specific MBR Waivers

The biennial budget act waives the MBR penalty for the town of Plymouth’s budgeted education appropriation shortfall for FY 19, provided that the town increases its appropriation for FY 20 in an amount equal to the amount of its FY 19 shortfall.

It also allows the town of Portland to reduce its budgeted education appropriation for FY 19 in an amount equal to the documentable savings achieved in FY 18 through increased district efficiencies approved by the commissioner, up to 0.5% of the town’s appropriation for FY 18 ([PA 19-117](#), §§ 286-287, effective upon passage).

Undirected Play

A new law allows boards of education to offer an additional amount of time for undirected play in public elementary schools beyond the required 20 minutes of daily physical exercise required by law. Boards that choose to do this must adopt a policy to address school employees who prevent students from participating in undirected play as a form of discipline.

The law also creates a nine-member task force to study issues relating to, and the feasibility of, including undirected playtime during the regular school day in public elementary schools. The task force must report its findings to the Education Committee by January 1, 2020 ([PA 19-173](#), effective July 1, 2019, except the task force provision is effective upon passage).

Unexpended Education Funds Account

The biennial budget act allows towns, beginning in FY 20, to increase the maximum amount of unspent education funds that they may deposit in a nonlapsing account from 1% to 2% of the town’s budgeted appropriation for education for the prior fiscal year. The deposited funds must be spent upon the board of education’s authorization and only for educational purposes. As under prior law, this deposit may be made by a town board of finance, board of selectmen, or other appropriating authority for a school district ([PA 19-117](#), § 285, effective July 1, 2019).

Working Papers Exemption

The law generally requires (1) employers to obtain a certificate showing the age of an employee younger than age 18 (i.e., his or her “working papers”) and (2) school superintendents, or their agents, to provide these certifications upon request. Under a new law, however, these requirements

do not apply for individuals employed through a regional workforce development board's youth development program ([PA 19-117](#), §§ 97-98, effective July 1, 2019).

Special Education

Birth to Three Transition Working Group

The legislature created a 13-member working group to study issues relating to the provision of special education and related services during the period in which a child is no longer eligible for Birth to Three program services but is not yet enrolled in kindergarten. The group must report its findings to the Education Committee by January 1, 2020 ([PA 19-184](#), § 2, effective upon passage).

Education Plans for Deaf or Hard of Hearing Students

A new law requires boards of education to create new service and accommodation plans for students who are deaf or hard of hearing. Specifically, it extends to students with 504 plans (i.e., the accommodation plan of a student under the federal Rehabilitation Act of 1973) a requirement to have a language and communication plan that addresses, among other things, assistive devices and services and communication and physical environment accommodations. (Under existing law, students with an IEP (individualized education program) must already have such a plan.)

Additionally, the new law requires that the 504 and IEP plans contain an emergency communication plan that includes procedures to alert the student and ensure that his or her specific needs are met during an emergency situation. Various state agencies must consider these emergency communication plans in the formal guidance they issue to school districts about school emergency procedures and construction projects ([PA 19-184](#), §§ 3-5, various effective dates).

Gifted and Talented Identification

A new law requires boards of education to electronically notify parents or guardians if their child has been identified as gifted and talented. The notice must include an explanation of how the student was identified and contact information for Connecticut associations, SDE employees, and school district employees that provide support and services for gifted and talented students ([PA 19-184](#), § 7, effective July 1, 2019).

Individualized Family Services Plan

A new law requires that an individualized family services plan under the Birth to Three early intervention program be signed by the child's pediatrician, a primary care provider (i.e., physician or advanced practice registered nurse), or qualified personnel as defined in state law (e.g., a licensed psychologist), rather than be developed with the pediatrician or primary care doctor ([PA 19-121](#),

§§ 11 & 12, effective July 1, 2019).

Language Skills Assessment for Deaf or Hard of Hearing Students

A new law requires SDE to establish a working group to study language skills assessment for students whose primary disability is identified as deaf, hard of hearing, or both blind or visually impaired and deaf. The group must develop guidelines on (1) appropriate language assessments, (2) practices and programs, and (3) provision of intermediate interventions when a student does not demonstrate progress in age-appropriate expressive and receptive language skills ([PA 19-184](#), § 6, effective July 1, 2019).

Magnet School Students with 504 Plans

For full-time magnet school students with 504 plans, a new law apportions responsibility for ensuring service delivery and covering associated educational costs between the student's sending district and magnet school operator. Under the new law, the (1) magnet school must ensure that all services outlined in the 504 plan are provided and (2) sending school district must pay the associated educational costs ([PA 19-184](#), § 8, effective July 1, 2019).

Private Special Education Provider Complaint Transparency

A new law requires any private special education provider that has a contract with a board of education to inform the board about (1) complaints about mistreatment of students, (2) complaint resolution and corrective action taken, and (3) programming or service changes resulting from complaints ([PA 19-184](#), § 10, effective July 1, 2019).

Private Specialists in Schools

The legislature passed a law requiring SDE's IEP Advisory Council to study the authorization of private therapists to provide special education and related services directly to students at school during the regular school day. The council must conduct the study by July 1, 2020, and SDE must submit the study and any recommendations to the Education Committee ([PA 19-184](#), § 9, effective upon passage).

Transition Services for Children with Autism

Federal law generally requires that IEPs for children with disabilities include, when the child turns 16, appropriate measurable postsecondary goals and transition services, including courses of study, needed to assist a child in reaching those goals. For children diagnosed with autism spectrum disorder, a new law imposes these requirements for the first IEP after the child turns 14 ([PA 19-49](#), effective July 1, 2019).

State Department of Education

School District Uniform Chart of Accounts

Existing law requires SDE to develop and implement a uniform accounting system for school revenues and expenditures that includes a school- and district-level chart of accounts. The biennial budget act requires that the chart of accounts additionally include all “federal impact aid” totaling \$500 or more in the aggregate ([PA 19-117](#), § 249, effective July 1, 2019).

Study of Local Education Agency Status

The legislature passed an act requiring SDE to study the concept of authorizing a town or cooperative arrangement to be considered a “local education agency” (LEA) for regional cooperation purposes and for maximizing efficiencies and cost-savings without establishing a regional school district. (Neither the act nor existing state law defines “LEA,” but federal education law uses the term.) SDE must conduct the study by January 1, 2020 ([PA 19-91](#), § 6, effective upon passage).

Youth Service Bureaus

The biennial budget act transfers from SDE to the Department of Children and Families responsibility for administering the youth service bureau (YSB) grant and enhancement grant programs. YSBs provide resources and community-based services and programs for youths and their families.

The budget act also allows YSBs that applied for a grant during FY 19 to be eligible for such a grant through the program. Under prior law, YSBs had to (1) apply by the end of FY 18 and (2) receive approval for the town’s contribution to the grant before applying. (The law requires towns to contribute an amount that matches the state grant.)

Under existing law, the amount of grants payable to YSBs under the grant enhancement program must be reduced proportionately every year if the total grant amounts exceed the amount appropriated for them for that year. Starting in FY 20, the new law additionally requires that the grant amounts be increased proportionately if the total for the fiscal year is less than the amount appropriated for the grants that year ([PA 19-117](#), §§ 251-256, effective July 1, 2019).

Students

Career Exploration

A new law requires boards of education, as part of the annual student success plans they must create for each student starting in grade six, to provide evidence of career exploration in each grade, including manufacturing careers. SDE must revise and issue guidance to boards about these changes.

The new law also (1) requires boards of education to develop career placement goals for students choosing not to pursue an advanced degree and include those goals in their statements of educational goals and (2) explicitly authorizes guidance and school counselors to provide students with materials about manufacturing, military, and law enforcement careers when discussing career options ([PA 19-58](#), §§ 1-3, effective July 1, 2019).

Expulsion Criteria

This year the legislature narrowed the expulsion criteria for student conduct on school grounds or at a school-sponsored activity. Under a new law, the board of education's expulsion hearing board cannot expel a student unless it finds that his or her conduct both (1) violates a board policy and (2) either seriously disrupts the educational process or endangers persons or property, rather than meeting only one of these two criteria ([PA 19-91](#), § 9, effective July 1, 2019).

Student Success Plans

A new law requires that student success plans for public school students in grades 6-12 consider career and academic choices in computer science, science, technology, engineering, and math. By law, boards of education must create a plan for each student in these grades that includes the student's career and academic choices ([PA 19-128](#), § 11, effective July 1, 2019).

Teachers and Other Education Employees

Alternate Route to Certification (ARC) for Computer Science Teachers

A new law requires the Office of Higher Education (OHE), in collaboration with SDE, to develop an ARC program for computer science teachers, which must include mentored apprenticeships and program admission criteria ([PA 19-128](#), § 3, effective July 1, 2019).

ARC Seats for Veterans

A new law requires that the ARC program for alternate professions initially reserve for veterans 10% of the seats available in the program. Under existing law, individuals eligible for the program

include veterans, paraeducators, Connecticut charter school permit holders, and individuals currently or previously employed as a professor at an accredited higher education institution ([PA 19-62](#), effective July 1, 2019).

Certification for Computer Science Teachers

A new law requires SBE to take various steps toward creating a computer science teaching certificate. It requires the board to approve and adopt, by January 1, 2020, a computer science subject area assessment for teacher certification.

By July 1, 2020, SBE must (1) adopt regulations that provide computer science teaching certification standards and (2) allow computer science certificate applicants or currently certified teachers in other subject areas seeking to teach computer science to substitute a satisfactory score on the assessment for the subject area certification requirements in law ([PA 19-128](#), §§ 4-6, effective July 1, 2019, except SBE's development of the subject area assessment is effective upon passage).

Computer Science Curriculum for Teacher Preparation Programs

A new law requires teacher preparation programs leading to professional teaching certification to revise their computer science curricula. Specifically, it requires these programs to provide instruction in information and technology skills that is grade-level and subject area-appropriate for student learning and classroom instruction. It also removes the requirement that the instruction be applicable to communications and data management ([PA 19-128](#), § 2, effective July 1, 2020).

Dyslexia Instruction and Training Task Force

The legislature created an 11-member task force to examine whether (1) Connecticut colleges and universities are providing teacher preparation program students with 12 clock hours of instruction about dyslexia and related supervised practicum hours as required by law and (2) current teacher in-service training and professional development models are appropriate to meet the needs of students with dyslexia. The task force must report to the Education and Higher Education committees by January 1, 2021 ([SA 19-8](#), effective upon passage).

edTPA Working Group

The legislature established a seven-member working group to study issues related to edTPA, a mandatory pre-service teacher performance assessment adopted by SBE. Among other topics, the group must examine how teacher preparation programs are implementing edTPA, the associated financial costs for higher education institutions and students, and whether the program is evidence-

based or a best practice. The group must report its findings to the Education Committee by January 1, 2020 ([PA 19-139](#), § 3, effective upon passage).

Instruction in Culturally Responsive Pedagogy and Practice

A new law changes the term “cultural competency” to “culturally responsive pedagogy and practice” in laws addressing (1) teacher preparation training, (2) special education coursework necessary to qualify for initial educator certification, and (3) instruction in an ARC program. It also adds culturally responsive pedagogy and practice to the teacher professional development and in-service training that boards of education must provide for their teachers ([PA 19-100](#), effective July 1, 2019).

Minority Teacher Grants

The biennial budget act expands the Connecticut minority educator incentive program’s loan reimbursement grant to provide applicants with annual grants up to 10% of their student loans not to exceed \$5,000 a year. It also expands an existing grant program for minority students in teacher preparation programs to include those in ARC programs administered through SDE ([PA 19-117](#), §§ 262 & 263, effective July 1, 2019).

Minority Teacher Hiring Goal

A new law requires SDE’s Minority Teacher Recruitment Policy Oversight Council to develop and implement strategies and use existing resources to ensure that local and regional boards of education annually hire and employ at least 250 new minority teachers and administrators statewide ([PA 19-74](#), § 1, effective upon passage).

Mortgage Assistance for Minority Teachers

The Connecticut Housing Finance Authority administers a mortgage assistance program for, among others, certified teachers employed by a priority school district. A new law expands eligibility for the program to certified teachers who graduated from a (1) public high school in an educational reform district (i.e., the 10 districts in the state with the lowest District Performance Index (DPI) scores) or (2) historically black college or university (HBCU) or historically Hispanic-serving institution (HSI) as those terms are defined in federal law ([PA 19-74](#), § 4, effective July 1, 2019).

Planning and Placement Team Participation

A new law prohibits boards of education from disciplining, suspending, terminating, or otherwise punishing their employees for making special education recommendations in planning and placement team meetings ([PA 19-184](#), § 1, effective July 1, 2019).

Re-employment of Retired Teachers

The legislature expanded school districts' authority to re-employ a retired teacher for up to a year without a pension penalty or salary limit to include teachers who graduated from (1) a public high school in an educational reform district or (2) an HBCU or historically HSI as those terms are defined in federal law ([PA 19-74](#), § 5, effective July 1, 2019).

Teacher Certification Requirement Flexibility

A new law makes advanced degrees acceptable for initial teacher certification. It also allows an applicant to substitute either a satisfactory score on a subject area assessment or relevant advanced coursework in place of an appropriate subject area major, rather than having to have both in order to substitute for the subject area major ([PA 19-74](#), § 6, effective July 1, 2019).

Teacher Pension Tax Exemption

The biennial budget act delays by two years the scheduled increase in the income tax exemption for income received from the state teachers' retirement system. The exemption was due to increase from 25% to 50% for 2019 and subsequent tax years. The new law instead maintains it at 25% for 2019 and 2020 and increases it to 50% beginning in 2021 ([PA 19-117](#), §§ 332 & 334, effective upon passage and applicable to tax years beginning on or after January 1, 2019).

Teacher Recertification

Under a new law, a teacher whose certification has expired does not have to retake and pass the appropriate subject-matter test for teacher certification if he or she meets certain experience requirements. The new law also exempts anyone from having to retake a subject matter test if (1) he or she previously passed the test and (2) the education commissioner determines that the requirements of the test's previous version are at least equivalent to those of the current version ([PA 19-74](#), § 7, effective July 1, 2019).

Teacher Reciprocity Agreements

The legislature passed a new law that requires the education commissioner, or his designee, to enter into teacher certification reciprocity agreements with the chief education officials for each state. If the commissioner is unable to establish a reciprocity agreement, the legislation authorizes him to establish or join an interstate agreement to facilitate certification of out-of-state teachers as outlined in existing law ([PA 19-74](#), § 2, effective July 1, 2019).

Teacher Shortages

A new law expands teacher certification eligibility in a designated subject shortage area to include individuals receiving a satisfactory score in an SBE-approved assessment for the subject shortage area. Under prior law, only those with an excellent score were eligible. The law makes the same satisfactory score provision apply to a teacher already certified in one area who wants to teach in a shortage area ([PA 19-74](#), § 3, and [PA 19-128](#), § 6, effective July 1, 2019).

Teachers' Retirement Fund Bonds Special Capital Reserve Fund

The biennial budget act establishes the Connecticut Teachers' Retirement Fund Bonds Special Capital Reserve Fund (TRF-SCRF) and appropriates \$380.9 million in FY 19 for deposit in the fund. The legislation states that the fund provides adequate provision for the protection of TRF pension obligation bond holders by providing additional security for the principal and interest payments. Under this new law, if the level of the fund falls below the required minimum capital reserve amount (\$380.9 million), the state treasurer is authorized to direct Connecticut Lottery Corporation revenues to the TRF-SCRF to meet the required amount ([PA 19-117](#), §§ 82-90, various effective dates).

Tenure in Priority School Districts

The legislature repealed a provision that allowed a certified teacher or administrator who previously earned tenure in a Connecticut or out-of-state school district to be awarded tenure by a priority school district after teaching there for one year, rather than after two years as required by law for teachers in non-priority school districts ([PA 19-139](#), § 2, effective July 1, 2019).

Technical High Schools and Careers

Career and Technical Education Teachers

A new law requires the SDE commissioner to (1) study the demand for career and technical education teachers in the state's technical high schools, traditional public high schools, and community college advanced manufacturing technology centers and (2) recommend ways to expand opportunities for experienced manufacturing professionals to become teachers. The commissioner must report his findings and recommendations to the Commerce Committee by February 1, 2020 ([PA 19-58](#), § 4, effective upon passage).

Computer Science Training and Job Placement

A new law adds computer science to the list of training and job placement areas in the Connecticut Employment and Training Commission's statewide plan for implementing, expanding, or improving

upon career certificate, middle college, early college high school, and Early College Opportunity programs ([PA 19-128](#), § 8, effective July 1, 2019).

Connecticut Apprenticeship and Education Committee

This new law modifies the education commissioner’s committee to coordinate education for public school students on manufacturing careers by renaming it the “Connecticut Apprenticeship and Education Committee” and modifying its membership. Among its other changes, the law also broadens the committee’s scope to include the fields of insurance, health care, financial technology, biotechnology, STEM (science, technology, engineering, and math), construction trades, hospitality industries, and other appropriate industries ([PA 19-68](#), effective upon passage).

Critical Construction Trades

A new law requires the Technical Education and Career System (TECS) board to identify a list of critical construction trades that are essential to the state’s construction workforce needs. The list must be completed by October 1, 2019, and the TECS board must develop a plan to create new or expand existing programs in these critical construction trades by July 1, 2020 ([PA 19-130](#), §§ 4-5, effective July 1, 2019).

TECS as an Independent Agency

The budget act delays by two years, to the 2022-2023 school year, the transition of TECS (formerly known as the technical high school system) into an independent state agency separate from SDE ([PA 19-117](#), §§ 273-284, effective upon passage, except one section regarding TECS becoming an independent agency takes effect July 1, 2022).

Utilities’ Workforce Needs

A new law requires each technical education and career school director to meet with representatives from electric, gas, water, and wastewater utilities and from state colleges and universities offering public utility management courses to assess the utilities’ workforce needs and modify their curricula accordingly ([PA 19-150](#), effective October 1, 2019).

Higher Education

Business Tax Credit for Student Loan Payment

Under a new law, beginning with the 2022 income year, businesses can claim a credit against the corporation business or insurance premiums tax for making payments towards a qualified employee’s student loans. The credit equals 50% of the amount an employer pays that is applied to

an employee's outstanding principal balance on an eligible loan and is capped at \$2,625 per employee per year.

Eligible loans are those issued by the Connecticut Higher Education Supplemental Loan Authority to refinance student loans. Generally, qualified employees are Connecticut residents who (1) earned their first bachelor's degree within the last five years and (2) are working full time (at least 35 hours per week) for a state-licensed corporation, insurer, or health care center subject to the applicable tax ([PA 19-86](#), effective January 1, 2022, and applicable to income years commencing on or after that date).

College Connections Program

The biennial budget act requires the Board of Regents for Higher Education (BOR) to waive tuition and fees for Ansonia High School students who participate in the College Connections program at Derby High School. The program enables high school students to take community college courses in advanced manufacturing and receive both high school and college credit ([PA 19-117](#), § 67, effective upon passage).

Debt-Free Community College

In the biennial budget act, the legislature required BOR to establish a debt-free community college program by January 1, 2020, for certain Connecticut high school graduates who enroll as first-time, full-time students. The program must provide these students with awards on a semester basis beginning in fall 2020 that (1) cover the unpaid portion of the tuition and required fees established by BOR (i.e., tuition and fee costs, minus scholarships, grants, and federal, state, and institutional aid awarded to the student) or (2) provide a minimum \$250 grant, whichever is greater. The act establishes student eligibility requirements for the program along with program-related administrative duties and reporting requirements for BOR and community colleges ([PA 19-117](#), § 362, effective July 1, 2019).

Disclosure Requirements for For-Profit Colleges and Universities and Private Occupational Schools

This year the legislature imposed disclosure requirements on for-profit higher education institutions and private occupational schools that require students, as a condition of their enrollment, to enter into agreements limiting their right to legal recourse in claims against the institution. These institutions must disclose the nature and status of certain legal claims against them when applying to OHE for licensure, accreditation, or certificates of authorization, as applicable. The legislation subjects institutions to OHE investigation and specified punitive measures for noncompliance ([PA 19-87](#), effective July 1, 2019).

Distance Learning Programs

The State Authorization Reciprocity Agreement (SARA) is a multistate agreement that establishes reciprocal standards for higher education distance learning programs. A new law requires out-of-state higher education institutions that do not participate in SARA but seek to offer distance learning programs in Connecticut to apply for authorization from OHE under OHE-established standards that are similar to SARA standards ([PA 19-174](#), effective January 1, 2020).

Endowed Chair

The biennial budget act makes \$150,000 of the budget funds appropriated for the Connecticut State Colleges and Universities, for Connecticut State University, available for the William A. O'Neill Endowed Chair in Public Policy and Practical Politics for FYs 20 and 21 ([PA 19-117](#), § 211, effective July 1, 2019).

Environmental Agricultural Programs

A new law requires BOR and the UConn Board of Trustees to study the feasibility of establishing an environmental agricultural program at institutions under each board's jurisdiction, including certificate or degree programs related to environmental agriculture, organic agriculture, or greenhouse construction. The BOR and UConn presidents must report their findings to the Higher Education Committee by January 1, 2020 ([SA 19-7](#), effective July 1, 2019).

Expansion of Advanced Manufacturing Certificate Programs

The legislature passed a law requiring BOR to create a program establishing an advanced manufacturing program in up to one Connecticut public high school per year. The program must enroll (1) public high school juniors and seniors to simultaneously earn high school and college credits and an advanced manufacturing certificate while enrolled in high school and (2) adults to take classes at the high school location during evening and weekend hours to earn an advanced manufacturing certificate, subject to the host board of education's approval ([PA 19-103](#), effective July 1, 2019).

FAFSA Month

The biennial budget act designates every December as "FAFSA month." It requires BOR to implement an annual program by December 1, 2019, to provide high school seniors and their families with assistance in completing the Free Application for Federal Student Aid (FAFSA) ([PA 19-117](#), § 363, effective July 1, 2019).

Federal Title IX Regulations Task Force

On November 29, 2018, the U.S. Department of Education proposed for public comment new [federal regulations](#) governing college and university investigations of Title IX sexual misconduct complaints. This year the legislature established a 10-member task force to examine how these regulations impact students and campus safety at Connecticut higher education institutions. The task force must (1) convene within 45 days after the department publishes the Final Rule in the Federal Register (2) report to the Higher Education Committee within 120 days after its first meeting ([SA 19-23](#), effective upon passage).

Food Insecurity at Public Higher Education Institutions

A new law requires BOR and the UConn Board of Trustees (BOT) to study food insecurity at their respective higher education institutions. During October 2019 and additional months at the boards' discretion, they must, among other things, document the number of students who (1) reported experiencing food insecurity or attempted to access food insecurity benefits and (2) were served by an institution's food pantry, if any, and the number of pounds of food distributed.

BOR and BOT must each report to the Higher Education Committee no later than February 1, 2020, about (1) policies that impact a student's access to food and (2) current programs providing benefits to students experiencing food insecurity ([SA 19-25](#), effective July 1, 2019).

In-State Student Status for Armed Forces Members' Spouses and Children

By law, armed forces members stationed in the state and their spouses and dependent children are entitled to in-state student classification for tuition purposes at UConn, the Connecticut State Universities, the community colleges, and Charter Oak State College. A new law allows the spouses and dependent children residing in the state to maintain their in-state student classification if the service member is transferred out of state on military orders after the student has been accepted for matriculation in a degree-granting program ([PA 19-172](#), effective October 1, 2019).

Mental Health Services

The legislature created a 10-member task force to (1) study each Connecticut higher education institution's policies and procedures for the prevention and treatment of student mental illness and (2) recommend a statewide policy for student mental health services at these institutions. The task force must report to the Higher Education and Public Health committees by January 1, 2020 ([SA 19-14](#), effective upon passage).

Model Internship Program

A new law allows the Department of Economic and Community Development to develop, by July 1, 2020, and within available appropriations, a model internship program to help Connecticut businesses provide college internships in the fields of technology and advanced manufacturing. The department may make the model program available on its website ([PA 19-128](#), § 7, effective July 1, 2019).

Nontraditional Pathways to a Bachelor's Degree

A new law requires the Department of Labor and BOR to jointly create a plan to establish nontraditional pathways to earning a bachelor's degree at the state universities and Charter Oak State College by including credits earned through apprenticeships. They must report this plan to the Labor and Higher Education committees by January 1, 2020 ([SA 19-13](#), effective July 1, 2019).

Open Source Textbooks

The biennial budget act creates the Connecticut Open Educational Resource (OER) Coordinating Council as part of the executive branch and requires the council to establish an OER program to lower the cost of textbooks and course materials for certain courses at state higher education institutions. The council must, among other things, identify high-impact courses for which OERs will be developed ([PA 19-117](#), § 147, effective July 1, 2019).

Parking Tickets Issued by Independent Higher Education Institutions

This year the legislature lifted the prohibition on independent higher education institutions issuing parking citations that impose monetary sanctions through written warning, posted signs, or any other means to owners of vehicles parked on their property. Prior law prohibited all private property owners and lessees, or their agents, from issuing these parking citations ([PA 19-140](#), effective upon passage).

Policies on Opioid Antagonists

A new law requires higher education institutions to (1) develop and implement a policy by January 1, 2020, on the availability and use of opioid antagonists (e.g., Narcan) by students and employees and (2) generally notify emergency medical providers when an opioid antagonist is used ([PA 19-191](#), § 7, effective July 1, 2019).

Program Approval Exemption

The legislature made permanent for certain independent higher education institutions the exemption from OHE's approval process for new programs and program modifications. (Prior law

provided such an exemption for a pilot period through July 1, 2020.) To be eligible, institutions must meet specified financial and accreditation qualifications. For each institution, the permanent exemption applies for up to 12 new programs per academic year and an unlimited number of program modifications ([PA 19-26](#), effective July 1, 2019).

School Police and Security Response to Civil Immigration Detainers

This year the legislature made several changes to the state's civil immigration detainer law. Among other things, the new legislation generally prohibits law enforcement officers, including school police or security department employees at public higher education institutions, from arresting or detaining someone under such a detainer unless it is accompanied by a judicial warrant. It also requires OPM to ensure that its requirements are disseminated to, and appropriate training is provided for, all affected law enforcement agencies and school police or security departments ([PA 19-20](#), as amended by [PA 19-23](#), effective October 1, 2019).

STEM Graduate Tax Credit Repeal

The biennial budget act repeals the refundable personal income tax credit for college graduates in science, technology, engineering, or math (STEM) fields. Under prior law, the annual credit amount was \$500, which qualifying graduates could claim in each of the five successive tax years after they graduated ([PA 19-117](#), § 387, effective upon passage and applicable to tax years beginning on or after January 1, 2019).

Students First Initiative

The biennial budget act requires the BOR president to report to the Higher Education Committee by January 1, 2020, and semiannually thereafter until June 30, 2021, on the status of the Students First Initiative to merge all Connecticut community colleges into a single institution. The report must include, among other things, (1) an updated five-year budget projection for the regional community technical college system that identifies the initiative's impact and (2) copies of all written communication between BOR and the New England Commission of Higher Education ([PA 19-117](#), § 36, effective July 1, 2019).

Tuition Waiver for Veterans

This year the legislature extended tuition waivers for the state's public colleges and universities to veterans who served fewer than 90 days in a war but were separated from service because of an injury incurred or aggravated in the line of duty ([PA 19-33](#), effective October 1, 2019).

UConn Entrepreneurship and Economic Development Initiatives

New legislation makes various changes related to entrepreneurship and economic development initiatives at UConn, including the following:

1. UConn's president must spearhead efforts to promote the university's entrepreneurship and innovation initiatives to prospective students and faculty;
2. the board of trustees must freely license and release for open, public use all patents it holds that have not been used for commercialization or licensed for at least 10 years;
3. the president and board must build and foster a culture of innovation and entrepreneurship at UConn and build relationships with other higher education institutions; and
4. the president must oversee the development of a plan regarding technology transfer policies and entrepreneurship and innovation at UConn ([PA 19-154](#), effective July 1, 2019).

Additional Minor Changes

Various Acts

In addition to the act summarized above, a number of other acts make minor changes affecting education. These acts include the following:

1. [PA 19-118](#), § 1 (requires the public health commissioner to make an appointment to the School Based Health Center Advisory Committee if there is a seat that is vacant for at least one year and decreases the committee's reporting frequency from annually to biennially);
2. [PA 19-118](#), § 14 (permits, rather than requires, the Department of Public Health to adopt regulations to establish radon measurement requirements and procedures for evaluating radon in indoor air and reducing elevated levels detected in public schools); and
3. [PA 19-119](#), §§ 5, 9, 19, 20 & 21 (makes minor and technical changes related to certain school bus and student transportation driver physical qualification standards and removes an obsolete training course for such drivers).