



General Assembly

Amendment

January Session, 2023

LCO No. 9226



Offered by:

SEN. LOONEY, 11th Dist.
SEN. DUFF, 25th Dist.
SEN. MCCRORY, 2nd Dist.
SEN. ANWAR, 3rd Dist.
SEN. CABRERA, 17th Dist.
SEN. FLEXER, 29th Dist.
SEN. GASTON, 23rd Dist.
SEN. HOCHADEL, 13th Dist.
SEN. KUSHNER, 24th Dist.
SEN. LOPES, 6th Dist.

SEN. MAHER, 26th Dist.
SEN. MARONEY, 14th Dist.
SEN. MOORE, 22nd Dist.
SEN. NEEDLEMAN, 33rd Dist.
SEN. OSTEN, 19th Dist.
SEN. RAHMAN, 4th Dist.
SEN. WINFIELD, 10th Dist.
SEN. COHEN, 12th Dist.
REP. CURREY, 11th Dist.

To: Subst. Senate Bill No. 1

File No. 551

Cal. No. 323

"AN ACT CONCERNING TRANSPARENCY IN EDUCATION."

1 Strike everything after the enacting clause and substitute the
2 following in lieu thereof:

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 Section 10-227 of the general statutes is repealed and the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

5 (a) Each board of education shall cause the superintendent to make
6 returns not later than September first of each year to the Commissioner
7 of Education of the receipts, expenditures and statistics, as prescribed
8 by the commissioner, provided each such board may submit revisions

9 to the returns in such form and with such documentation as required by
10 the commissioner no later than December thirty-first of each year
11 following the September submission. Such reports or returns required
12 shall be [made] filed in accordance with the instructions furnished by
13 the commissioner, shall be certified no later than December thirty-first
14 of each year by the independent public accountant selected pursuant to
15 section 7-392 for the purpose of auditing municipal accounts, and shall
16 be subject to Department of Education verification. If the returns and
17 statistics and revisions called for by said commissioner are not [sent]
18 filed on or before the days specified in this section or if the returns are
19 not certified as required by the commissioner on or before December
20 thirty-first, each local and regional board of education required by law
21 to make separate returns, whose returns and statistics or revisions are
22 delayed until after those days, shall forfeit of the total sum which is paid
23 for such board of education from the State Treasurer an amount to be
24 determined by the State Board of Education, which amount shall be not
25 less than one thousand dollars nor more than ten thousand dollars. The
26 amount so forfeited shall be withheld from a subsequent grant payment
27 as determined by the commissioner. Notwithstanding the penalty
28 provision of this section, the Commissioner of Education may waive
29 said forfeiture for good cause.

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

39 (c) Not later than February 15, 2025, and annually thereafter, the
40 Department of Education shall develop and publish the data contained
41 in the reports and returns filed pursuant to subsection (a) of this section
42 in a format that allows financial comparisons between school districts

43 and schools, including student enrollment and demographic statistics
44 as of October first of the school year in which such reports and returns
45 were filed.

46 Sec. 2. (NEW) (*Effective July 1, 2023*) On and after July 1, 2023, the
47 Department of Education shall annually offer a training program to
48 newly elected members of local and regional boards of education. Such
49 training program shall be developed by the department and include, but
50 not be limited to, the role and responsibilities of a board member, the
51 duties and obligations of a board of education and school district
52 budgeting and education finance. The Department of Education may
53 collaborate with an association that represents boards of education in
54 the state, and accept gifts, grants and donations, including in-kind
55 donations, to implement the provisions of this section.

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

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

66 (c) (1) For the fiscal year ending June 30, 2023, and each fiscal year
67 thereafter, the Comptroller shall withhold from any town that (A) was
68 designated as an alliance district pursuant to subdivision (2) of
69 subsection (b) of this section any increase in funds received over the
70 amount the town received for the fiscal year ending June 30, 2012,
71 pursuant to subsection (a) of section 10-262i, and (B) was designated as
72 an alliance district for the first time pursuant to subdivision (3) of
73 subsection (b) of this section, any increase in funds received over the
74 amount the town received for the fiscal year ending June 30, 2022,

75 pursuant to subsection (a) of section 10-262i. The Comptroller shall
76 transfer such funds to the Commissioner of Education.

77 (2) Upon receipt of an application pursuant to subsection (d) of this
78 section or section 10-156gg, as amended by this act, the Commissioner
79 of Education may pay such funds to the town designated as an alliance
80 district and such town shall pay all such funds to the local or regional
81 board of education for such town on the condition that such funds shall
82 be expended in accordance with (A) the improvement plan described in
83 subsection (d) of this section, (B) the minority candidate certification,
84 retention or residency year program pursuant to section 10-156gg, as
85 amended by this act, (C) the family resource center program, pursuant
86 to section 10-40, to establish a family resource center in each elementary
87 school under the jurisdiction of such board, (D) the provisions of
88 subsection (c) of section 10-262i, and [(D)] (E) any guidelines developed
89 by the State Board of Education for such funds. Such funds shall be used
90 to improve student achievement and recruit and retain minority
91 teachers in such alliance district and to offset any other local education
92 costs approved by the commissioner.

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

109 teacher professional development, (3) additional learning time,
110 including extended school day or school year programming
111 administered by school personnel or external partners, (4) a talent
112 strategy that includes, but is not limited to, teacher and school leader
113 recruitment and assignment, career ladder policies that draw upon
114 guidelines for a model teacher evaluation program adopted by the State
115 Board of Education, pursuant to section 10-151b, and adopted by each
116 local or regional board of education. Such talent strategy may include
117 provisions that demonstrate increased ability to attract, retain, promote
118 and bolster the performance of staff in accordance with performance
119 evaluation findings and, in the case of new personnel, other indicators
120 of effectiveness, (5) training for school leaders and other staff on new
121 teacher evaluation models, (6) provisions for the cooperation and
122 coordination with early childhood education providers to ensure
123 alignment with district expectations for student entry into kindergarten,
124 including funding for an existing local Head Start program, (7)
125 provisions for the cooperation and coordination with other
126 governmental and community programs to ensure that students receive
127 adequate support and wraparound services, including community
128 school models, (8) provisions for implementing and furthering state-
129 wide education standards adopted by the State Board of Education and
130 all activities and initiatives associated with such standards, (9) strategies
131 for attracting and recruiting minority teachers and administrators, (10)
132 provisions for the enhancement of bilingual education programs,
133 pursuant to section 10-17f, or other language acquisition services to
134 English language learners, including, but not limited to, participation in
135 the English language learner pilot program, established pursuant to
136 section 10-17n, (11) entering into the model school district
137 responsibilities agreement, described in section 10-223l, (12) leadership
138 succession plans that provide training and learning opportunities for
139 administrators and are designed to assist in the seamless transition of
140 school and district personnel in and out of leadership positions in the
141 school district and the continuous implementation of improvement
142 plans developed under this subsection, (13) implementing the policy
143 adopted pursuant to section 10-223m to improve completion rates of the

144 Free Application for Federal Student Aid by students enrolled in grade
145 twelve in a high school under the jurisdiction of such board or students
146 enrolled in an adult education program maintained by such board
147 pursuant to section 10-69, and, as applicable, the parent and guardians
148 of such students, and (14) any additional categories or goals as
149 determined by the commissioner. Such improvement plan shall
150 demonstrate collaboration with key stakeholders, as identified by the
151 commissioner, with the goal of achieving efficiencies and the alignment
152 of intent and practice of current programs with conditional programs
153 identified in this subsection. The commissioner may (A) require changes
154 in any improvement plan submitted by a local or regional board of
155 education before the commissioner approves an application under this
156 subsection, and (B) permit a local or regional board of education, as part
157 of such improvement plan, to use a portion of any funds received under
158 this section for the purposes of paying tuition charged to such board
159 pursuant to subdivision (1) of subsection (k) of section 10-264l or
160 subsection (b) of section 10-264o. Each such local and regional board of
161 education shall annually submit such improvement plan to the
162 department.

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

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

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

177 Sec. 6. (*Effective July 1, 2023*) (a) For the fiscal years ending June 30,
178 2024, to June 30, 2026, inclusive, the Department of Education shall
179 administer a wholesome school meals pilot program that awards a grant
180 to an alliance district, as defined in section 10-262u of the general
181 statutes, as amended by this act, for the purpose of embedding a
182 professional chef in such alliance district to assist school meal programs
183 in building the capacity of food service staff, improving school meal
184 quality, increasing diner satisfaction, streamlining operations and
185 establishing a financially viable school meal program. The department
186 shall partner with an organization that specializes in the placement of
187 chefs for the purposes described in this subsection.

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

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

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

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

209 programs. Not later than January 1, 2025, the department shall submit a
210 report of its findings and any recommendations to the joint standing
211 committee of the General Assembly having cognizance of matters
212 relating to education, in accordance with the provisions of section 11-4a
213 of the general statutes.

214 Sec. 8. (NEW) (*Effective July 1, 2023*) (a) For the fiscal year ending June
215 30, 2024, and each fiscal year thereafter, the Department of Education
216 shall establish an educator apprenticeship initiative that enables
217 students enrolled in an educator preparation program, residency
218 program or alternate route to certification program to gain classroom
219 teaching experience while working toward becoming full-time, certified
220 teachers upon successful completion of such programs under the
221 educator apprenticeship initiative. The department shall seek
222 certification from the Labor Department for the educator apprenticeship
223 initiative for purposes of leveraging federal grants and funding.

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

233 (c) The Commissioner of Education may permit a person enrolled in
234 a residency program to participate in the educator apprenticeship
235 initiative upon the request of the superintendent in whose school
236 district such person is employed or assigned as part of such residency
237 program. Upon successful completion of such residency program and
238 with the recommendation of such superintendent, the State Board of
239 Education shall issue an initial educator certificate to such person and
240 such person shall not be required to complete the examination
241 requirements set forth in section 10-145f of the general statutes.

242 Sec. 9. Subsection (a) of section 10-220 of the general statutes is
243 repealed and the following is substituted in lieu thereof (*Effective July 1,*
244 *2023*):

245 (a) Each local or regional board of education shall maintain good
246 public elementary and secondary schools, implement the educational
247 interests of the state, as defined in section 10-4a, and provide such other
248 educational activities as in its judgment will best serve the interests of
249 the school district; provided any board of education may secure such
250 opportunities in another school district in accordance with provisions of
251 the general statutes and shall give all the children of the school district,
252 including children receiving alternative education, as defined in section
253 10-74j, as nearly equal advantages as may be practicable; shall provide
254 an appropriate learning environment for all its students which includes
255 (1) adequate instructional books, supplies, materials, equipment,
256 staffing, facilities and technology, (2) equitable allocation of resources
257 among its schools, (3) proper maintenance of facilities, and (4) a safe
258 school setting; shall, in accordance with the provisions of subsection (f)
259 of this section, maintain records of allegations, investigations and
260 reports that a child has been abused or neglected by a school employee,
261 as defined in section 53a-65, employed by the local or regional board of
262 education; shall have charge of the schools of its respective school
263 district; shall make a continuing study of the need for school facilities
264 and of a long-term school building program and from time to time make
265 recommendations based on such study to the town; shall adopt and
266 implement an indoor air quality program that provides for ongoing
267 maintenance and facility reviews necessary for the maintenance and
268 improvement of the indoor air quality of its facilities; shall adopt and
269 implement a green cleaning program, pursuant to section 10-231g, that
270 provides for the procurement and use of environmentally preferable
271 cleaning products in school buildings and facilities; on and after July 1,
272 2021, and every five years thereafter, shall report to the Commissioner
273 of Administrative Services on the condition of its facilities and the action
274 taken to implement its long-term school building program, indoor air
275 quality program and green cleaning program, which report the

276 Commissioner of Administrative Services shall use to prepare a report
277 every five years that said commissioner shall submit in accordance with
278 section 11-4a to the joint standing committee of the General Assembly
279 having cognizance of matters relating to education; shall advise the
280 Commissioner of Administrative Services of the relationship between
281 any individual school building project pursuant to chapter 173 and such
282 long-term school building program; shall have the care, maintenance
283 and operation of buildings, lands, apparatus and other property used
284 for school purposes and at all times shall insure all such buildings and
285 all capital equipment contained therein against loss in an amount not
286 less than eighty per cent of replacement cost; shall determine the
287 number, age and qualifications of the pupils to be admitted into each
288 school; shall develop and implement a written [plan for minority
289 educator recruitment] increasing educator diversity plan for purposes
290 of subdivision (3) of section 10-4a; shall employ and dismiss the teachers
291 of the schools of such district subject to the provisions of sections 10-151
292 and 10-158a; shall designate the schools which shall be attended by the
293 various children within the school district; shall make such provisions
294 as will enable each child of school age residing in the district to attend
295 some public day school for the period required by law and provide for
296 the transportation of children wherever transportation is reasonable and
297 desirable, and for such purpose may make contracts covering periods of
298 not more than (A) five years, or (B) ten years if such contract includes
299 transportation provided by at least one zero-emission school bus, as
300 defined in 42 USC 16091(a)(8), as amended from time to time; may
301 provide alternative education, in accordance with the provisions of
302 section 10-74j, or place in another suitable educational program a pupil
303 enrolling in school who is nineteen years of age or older and cannot
304 acquire a sufficient number of credits for graduation by age twenty-one;
305 may arrange with the board of education of an adjacent town for the
306 instruction therein of such children as can attend school in such adjacent
307 town more conveniently; shall cause each child five years of age and
308 over and under eighteen years of age who is not a high school graduate
309 and is living in the school district to attend school in accordance with
310 the provisions of section 10-184, and shall perform all acts required of it

311 by the town or necessary to carry into effect the powers and duties
312 imposed by law.

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

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

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

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

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

335 (a) There is established [a minority teacher candidate scholarship
336 program] an aspiring educators diversity scholarship program
337 administered by the Department of Education. The program shall
338 provide an annual scholarship to [minority] diverse students who (1)
339 graduated from a public high school in a priority school district, as
340 described in section 10-266p, and (2) are enrolled in a teacher
341 preparation program at any four-year institution of higher education.

342 [Maximum grants shall not exceed twenty thousand dollars per year] A
343 diverse student may receive an annual scholarship in an amount up to
344 ten thousand dollars for each year such diverse student is enrolled and
345 in good standing in a teacher preparation program. As used in this
346 section, ["minority"] "diverse" has the same meaning as provided in
347 section 10-156bb, as amended by this act.

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

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

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

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

373 (f) Not later than January 1, 2024, and annually thereafter, the

374 department shall develop a report that includes annual data on the race
375 and ethnicity of the diverse students who receive a scholarship under
376 the program and the teacher preparation program in which they are
377 enrolled. The department shall submit such report to the joint standing
378 committee of the General Assembly having cognizance of matters
379 relating to education, in accordance with the provisions of section 11-4a.

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

382 There is established [a Minority Teacher Recruitment Policy
383 Oversight Council] an Increasing Educator Diversity Policy Oversight
384 Council within the Department of Education. The council shall consist
385 of (1) the Commissioner of Education, or the commissioner's designee,
386 (2) two representatives from the Task Force to Diversify the Educator
387 Workforce, established pursuant to section 10-156aa, (3) one
388 representative from each of the exclusive bargaining units for certified
389 employees, chosen pursuant to section 10-153b, (4) the president of the
390 Connecticut State Colleges and Universities, or the president's designee,
391 and (5) a representative from an alternate route to certification program,
392 appointed by the Commissioner of Education. The council shall hold
393 quarterly meetings and advise, at least quarterly, the Commissioner of
394 Education, or the commissioner's designee, on ways to (A) encourage
395 [minority] diverse students in middle and secondary school [students]
396 to attend institutions of higher education and enter teacher preparation
397 programs, (B) recruit [minority] diverse students attending institutions
398 of higher education to enroll in teacher preparation programs and
399 pursue teaching careers, (C) recruit and retain [minority teachers]
400 diverse educators in Connecticut schools, (D) recruit [minority teachers]
401 diverse educators from other states to teach in Connecticut schools, and
402 (E) recruit [minority] diverse professionals in other fields to enter
403 teaching. The council shall report, annually, in accordance with the
404 provisions of section 11-4a, on the recommendations given to the
405 commissioner, or the commissioner's designee, pursuant to the
406 provisions of this section, to the joint standing committee of the General
407 Assembly having cognizance of matters relating to education. For

408 purposes of this section, ["minority"] "diverse" means individuals whose
409 race is defined as other than white, or whose ethnicity is defined as
410 Hispanic or Latino by the federal Office of Management and Budget for
411 use by the Bureau of Census of the United States Department of
412 Commerce.

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

415 Not later than January 1, 2019, the Department of Education, in
416 consultation with the [Minority Teacher Recruitment Policy Oversight
417 Council] Increasing Educator Diversity Policy Oversight Council,
418 established pursuant to section 10-156bb, as amended by this act, shall
419 (1) identify relevant research and successful practices to enhance
420 [minority teacher] recruitment of diverse educators throughout the
421 state, (2) identify and establish public, private and philanthropic
422 partnerships to increase [minority teacher] recruitment of diverse
423 educators, (3) utilize, monitor and evaluate innovative methods to
424 attract [minority] diverse educator candidates to the teaching
425 profession, particularly in subject areas in which a teacher shortage
426 exists, as determined by the Commissioner of Education pursuant to
427 section 10-8b, (4) modernize the process for educators to obtain educator
428 certification under this chapter by eliminating obstacles to certification
429 to increase competitiveness with other states, (5) identify and utilize
430 high-quality, affordable and bias-free educator assessments, (6) adopt
431 cut scores for educator assessments, that do not exceed the multistate
432 cut scores, to increase competitiveness with surrounding states, (7)
433 support new and existing educator preparation programs that commit
434 to enrolling greater numbers of [minority teacher] diverse educator
435 candidates in a manner that supports interstate reciprocity, (8) monitor,
436 advise and support, and intervene in when necessary, local and regional
437 boards of education's efforts to prioritize [minority teacher] recruitment
438 of diverse educators and develop innovative strategies to attract and
439 retain [minority teachers] diverse educators within their districts, (9) (A)
440 on and after July 1, 2019, include a question regarding the demographic
441 data of applicants for positions requiring educator certification in the

442 department's annual hiring survey distributed to local and regional
443 boards of education, and (B) not later than July 1, 2020, and annually
444 thereafter, submit a report, in accordance with the provisions of section
445 11-4a, on the applicant demographic data collected pursuant to
446 subparagraph (A) of this subdivision to the Task Force to Diversify the
447 Educator Workforce, established pursuant to section 10-156aa, and to
448 the joint standing committee of the General Assembly having
449 cognizance of matters relating to education, and (10) not later than July
450 1, 2022, develop and make available, in consultation with the State
451 Education Resource Center, a video training module for school district
452 personnel involved in or responsible for hiring educators relating to
453 implicit bias and anti-bias in the hiring process. For purposes of this
454 section, ["minority"] "diverse" has the same meaning as provided in
455 section 10-156bb, as amended by this act.

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

458 For the school year commencing July 1, 2020, and each school year
459 thereafter, the [Minority Teacher Recruitment Policy Oversight Council]
460 Increasing Educator Diversity Policy Oversight Council, established
461 pursuant to section 10-156bb, as amended by this act, in consultation
462 with the Task Force to Diversify the Educator Workforce, established
463 pursuant to section 10-156aa, shall develop and implement strategies
464 and utilize existing resources to ensure that at least two hundred fifty
465 new [minority] diverse teachers and administrators, of which at least
466 thirty per cent are men, are hired and employed by local and regional
467 boards of education each year in the state. As used in this section,
468 ["minority"] "diverse" has the same meaning as provided in section 10-
469 156bb, as amended by this act.

470 Sec. 15. (NEW) (*Effective July 1, 2023*) (a) For the school year
471 commencing July 1, 2023, and each school year thereafter, the State
472 Board of Education may issue an adjunct professor permit to any person
473 who is a nontenured and part-time instructor employed by a public or
474 independent institution of higher education in the state. Such permit

475 shall authorize such person to be employed by a local or regional board
476 of education and hold a part-time position of not more than twenty-five
477 classroom instructional hours per week to teach in grades nine to
478 twelve, inclusive, of a public school and provide instruction as part of
479 college and career readiness programming offered by such board,
480 including, but not limited to, an early college experience, advanced
481 placement classes, career and technical education, the International
482 Baccalaureate program, a dual enrollment program, a dual credit
483 program and apprenticeships.

484 (b) During a period of such employment, a person holding an adjunct
485 professor permit shall be under the supervision of the superintendent of
486 schools or of a principal, administrator or supervisor designated by such
487 superintendent who shall regularly observe, guide and evaluate the
488 performance of assigned duties by such holder of an adjunct professor
489 permit.

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

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

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

505 (f) No person holding an adjunct professor permit shall fill a position
506 that will result in the displacement of any person holding a teaching

507 certificate under section 10-145b of the general statutes who is already
508 employed at such school.

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

515 Sec. 16. Subsections (a) and (b) of section 10-25b of the general statutes
516 are repealed and the following is substituted in lieu thereof (*Effective July*
517 *1, 2023*):

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

523 (b) The content of the model curriculum shall (1) be rigorous, age-
524 appropriate, aligned with curriculum guidelines approved by the State
525 Board of Education and in accordance with the state-wide subject matter
526 content standards, adopted by the state board pursuant to section 10-4,
527 (2) be in accordance with the program of instruction and subject matter
528 requirements prescribed in section 10-16b, and (3) include and integrate
529 throughout such model curriculum at least the following: (A) The
530 subject matter prescribed in section 10-16b, (B) Native American studies,
531 (C) Asian American and Pacific Islander studies, (D) lesbian, gay,
532 bisexual, transgender, queer and other sexual orientations and gender
533 identities studies, (E) climate change, (F) personal financial
534 management and financial literacy, (G) the military service and
535 experience of American veterans, (H) civics and citizenship, including
536 instruction in digital citizenship and media literacy that provides
537 students with the knowledge and skills necessary to safely, ethically,
538 responsibly and effectively use digital technologies to create and

539 consume digital content, communicate with others and participate in
540 social and civic activities, (I) the principles of social-emotional learning,
541 [and] (J) racism, (K) cursive writing, and (L) world languages beginning
542 in kindergarten.

543 Sec. 17. Subsection (g) of section 10-221a of the general statutes is
544 repealed and the following is substituted in lieu thereof (*Effective July 1,*
545 *2023*):

546 (g) Only courses taken in grades nine to twelve, inclusive, and that
547 are in accordance with the state-wide subject matter content standards,
548 adopted by the State Board of Education pursuant to section 10-4, shall
549 satisfy the graduation requirements set forth in this section, except that
550 a local or regional board of education may grant a student credit (1)
551 toward meeting the high school graduation requirements upon the
552 successful demonstration of mastery of the subject matter content
553 described in this section achieved through educational experiences and
554 opportunities that provide flexible and multiple pathways to learning,
555 including cross-curricular graduation requirements, career and
556 technical education, virtual learning, work-based learning, service
557 learning, dual enrollment and early college, courses taken in middle
558 school, internships and student-designed independent studies,
559 provided such demonstration of mastery is in accordance with such
560 state-wide subject matter content standards; (2) toward meeting a
561 specified course requirement upon the successful completion in grade
562 seven or eight of any course, the primary focus of which corresponds
563 directly to the subject matter of a specified course requirement in grades
564 nine to twelve, inclusive; (3) toward meeting the high school graduation
565 requirement upon the successful completion of a world language course
566 (A) in grade six, seven or eight, (B) through on-line coursework, or (C)
567 offered privately through a nonprofit provider, provided such student
568 achieves a passing grade on an examination prescribed, within available
569 appropriations, by the Commissioner of Education and such credits do
570 not exceed four; (4) toward meeting the high school graduation
571 requirement upon achievement of a passing grade on a subject area
572 proficiency examination identified and approved, within available

573 appropriations, by the Commissioner of Education, regardless of the
574 number of hours the student spent in a public school classroom learning
575 such subject matter; (5) toward meeting the high school graduation
576 requirement upon the successful completion of coursework during the
577 school year or summer months at an institution accredited by the Board
578 of Regents for Higher Education or Office of Higher Education or
579 regionally accredited. One three-credit semester course, or its
580 equivalent, at such an institution shall equal one-half credit for purposes
581 of this section; [or] (6) toward meeting the high school graduation
582 requirement upon the successful completion of on-line coursework,
583 provided the local or regional board of education has adopted a policy
584 in accordance with this subdivision for the granting of credit for on-line
585 coursework. Such a policy shall ensure, at a minimum, that (A) the
586 workload required by the on-line course is equivalent to that of a similar
587 course taught in a traditional classroom setting, (B) the content is
588 rigorous and aligned with curriculum guidelines approved by the State
589 Board of Education, where appropriate, (C) the course engages students
590 and has interactive components, which may include, but are not limited
591 to, required interactions between students and their teachers,
592 participation in on-line demonstrations, discussion boards or virtual
593 labs, (D) the program of instruction for such on-line coursework is
594 planned, ongoing and systematic, and (E) the courses are (i) taught by
595 teachers who are certified in the state or another state and have received
596 training on teaching in an on-line environment, or (ii) offered by
597 institutions of higher education that are accredited by the Board of
598 Regents for Higher Education or Office of Higher Education or
599 regionally accredited; or (7) toward meeting the high school graduation
600 requirement upon the successful completion of a credit recovery
601 program approved by the Commissioner of Education.

602 Sec. 18. (*Effective July 1, 2023*) For the fiscal year ending June 30, 2024,
603 the Secretary of the Office of Policy and Management, in consultation
604 with the Commissioner of Education, shall reclassify not less than four
605 authorized positions at the Department of Education that remain
606 unfilled for the purpose of administering the aspiring educators

607 diversity scholarship program, established pursuant to section 10-156ii
608 of the general statutes, as amended by this act, and implementing
609 programs related to recruitment and retention of diverse educators,
610 provided one such reclassified position shall require experience in
611 communications and be in the Talent Office and responsible for
612 marketing the aspiring educators diversity scholarship program and
613 such recruitment and retention programs. The department shall use
614 funds appropriated to the department's personal services account for
615 the purpose of filling the four staff positions reclassified pursuant to this
616 section.

617 Sec. 19. Subsection (k) of section 10-266aa of the general statutes is
618 repealed and the following is substituted in lieu thereof (*Effective July 1,*
619 *2023*):

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

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

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

639 personnel in receiving districts.

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

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

648 (a) [For] (1) Except as otherwise provided in subdivision (2) of this
649 subsection, for the school year commencing July 1, 2023, and each school
650 year thereafter, each local and regional board of education shall fully
651 implement a comprehensive reading curriculum model or program for
652 grades [prekindergarten] kindergarten to grade three, inclusive, that has
653 been reviewed and [recommended] approved pursuant to section 10-
654 14ii, as amended by this act.

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

666 (B) For the school year commencing July 1, 2024, and each school year
667 thereafter, a local or regional board of education that has been granted
668 a waiver pursuant to subsection (c) of this section shall implement a
669 comprehensive reading curriculum model or program other than a
670 model or program reviewed and approved pursuant to section 10-14ii,

671 as amended by this act, in accordance with the provisions of such
672 waiver.

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

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

687 [(d)] (c) The Commissioner of Education, in consultation with the
688 director of the Center for Literacy Research and Reading Success, shall,
689 upon request of a local or regional board of education, grant a waiver
690 from the provisions of subsection (a) of this section to such board to
691 implement a comprehensive reading curriculum model or program
692 other than a model or program reviewed and recommended pursuant
693 to section 10-14ii, as amended by this act, if the commissioner
694 determines that such other comprehensive reading curriculum [or]
695 model or program is (1) evidenced-based and scientifically-based, and
696 (2) focused on competency in the following areas of reading: Oral
697 language, phonemic awareness, phonics, fluency, vocabulary, rapid
698 automatic name or letter name fluency and reading comprehension. A
699 request for a waiver under this subsection shall include (A) data
700 collected from the reading assessments described in section 10-14t that
701 has been disaggregated by race, ethnicity, gender, eligibility for free or
702 reduced priced lunches, students whose primary language is not
703 English and students with disabilities, and (B) a strategy to address

704 remaining reading achievement gaps, as defined in section 10-14u, as
705 amended by this act.

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

708 Not later than July 1, 2022, the director of the Center for Literacy
709 Research and Reading Success, in consultation with the Reading
710 Leadership Implementation Council established pursuant to section 10-
711 14gg, as amended by this act, shall review and approve at least five
712 comprehensive reading curriculum models or programs to be
713 implemented by local and regional boards of education according to the
714 unique needs of each school district in accordance with the provisions
715 of section 10-14hh, as amended by this act. Such comprehensive reading
716 curriculum models or programs shall be (1) evidenced-based and
717 scientifically-based, and (2) focused on competency in the following
718 areas of reading: Oral language, phonemic awareness, phonics, fluency,
719 vocabulary, rapid automatic name or letter name fluency and reading
720 comprehension.

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

724 (a) The Department of Education shall establish a Center for Literacy
725 Research and Reading Success within the department. The center shall
726 be responsible for (1) the implementation of the coordinated state-wide
727 reading plan for students in kindergarten to grade three, inclusive,
728 established pursuant to section 10-14v; (2) researching and developing,
729 in collaboration with the Office of Early Childhood, a birth to grade
730 twelve reading success strategy to be included in the alignment of
731 reading instruction with the two-generational initiative, established
732 pursuant to section 17b-112l; (3) (A) providing direct support to schools
733 and boards of education to improve reading outcomes for students in
734 kindergarten to grade three, inclusive, and other reading initiatives, and
735 (B) supporting teachers, schools and boards of education engaged in

736 improving through coaching, leadership training, professional
737 development, parental engagement and technical assistance that is
738 consistent with the intensive reading instruction program, as described
739 in section 10-14u, as amended by this act, and aligned with evidence-
740 based practices; (4) providing independent, random reviews of how a
741 local or regional board of education is implementing (A) a
742 comprehensive reading curriculum model or program for grades
743 [prekindergarten] kindergarten to grade three, inclusive, pursuant to
744 section 10-14hh, as amended by this act, and (B) an approved reading
745 assessment, pursuant to section 10-14t; (5) receiving and publicly
746 reporting, not later than September 1, [2023] 2025, and biennially
747 thereafter, the comprehensive reading curriculum model or program
748 being implemented by each local and regional board of education
749 pursuant to section 10-14hh, as amended by this act; (6) developing and
750 maintaining an Internet web site for the purpose of disseminating tools
751 and information associated with the intensive reading instruction
752 program for student reading; (7) serving as a collaborative center for
753 institutions of higher education and making available to the faculty of
754 teacher preparation programs (A) the science of teaching reading, (B)
755 the intensive reading instruction program, and (C) samples of available
756 comprehensive reading curriculum models or programs reviewed and
757 [recommended] approved pursuant to section 10-14ii, as amended by
758 this act; and (8) reviewing and publicly reporting on progress made by
759 teacher preparation programs to include comprehensive reading
760 curriculum models or programs reviewed and [recommended]
761 approved pursuant to section 10-14ii, as amended by this act.

762 Sec. 23. Subsection (a) of section 10-14u of the general statutes is
763 repealed and the following is substituted in lieu thereof (*Effective from*
764 *passage*):

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

766 (1) "Achievement gaps" means the existence of a significant disparity
767 in the academic performance of students among and between (A) racial
768 groups, (B) ethnic groups, (C) socioeconomic groups, (D) genders, and

769 (E) English language learners and students whose primary language is
770 English.

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

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

789 Sec. 24. (*Effective from passage*) The Center for Literacy Research and
790 Reading Success, in consultation with the Reading Leadership
791 Implementation Council, established pursuant to section 10-14gg of the
792 general statutes, as amended by this act, shall review issues related to
793 the implementation of a comprehensive reading curriculum model or
794 program pursuant to section 10-14hh of the general statutes, as
795 amended by this act. Such review shall include (1) the provision of
796 technical assistance to those local and regional boards of education that
797 have been denied a waiver from the provisions of subsection (a) of said
798 section 10-14hh of the general statutes, (2) an examination of the impact
799 of the science of reading master class that uses all of the components of
800 reading, such as phonemic awareness, phonics, fluency, vocabulary and
801 comprehension, and (3) upon completion of the Department of

802 Education's independent impact evaluation, a determination of how to
803 scale for use to develop educators who are ready and able to support
804 individual student learning and the science of reading.

805 Sec. 25. (*Effective July 1, 2023*) (a) Not later than January 1, 2025, the
806 Commissioner of Education shall, within available appropriations,
807 conduct an audit of state and local testing requirements and
808 administration. Such audit shall focus on (1) the state-wide mastery
809 examination, as described in section 10-14n of the general statutes, and
810 local standardized assessments used to monitor student and district
811 academic progress and achievement, (2) the amount of time devoted to
812 student preparation or educator instruction for the state-wide mastery
813 examination and such local standardized assessments, including the
814 amount of time that such preparation and instruction takes away from
815 regular instruction. Such audit shall also include recommendations
816 relating to any limitations on the amount of time that may be devoted
817 to administering the state-wide mastery examination and such local
818 standardized assessments. Such audit shall be conducted in a manner
819 that complies with the requirements set forth in 20 USC 6361 to 20 USC
820 6363, inclusive, as amended from time to time, so that the commissioner
821 may submit an application for a grant to conduct such audit and other
822 related activities under the Every Student Succeeds Act, P. L. 114-95.

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

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

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

832 (2) "Regional farm" means a farm, farmers' cooperative, food hub or
833 wholesale distributor located in New York, Massachusetts, Rhode

834 Island, Vermont, New Hampshire or Maine.

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

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

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

848 (6) "Eligible meal program" means a meal program provided by an
849 eligible board of education to its students or a meal provided as part of
850 such board's participation in the National School Lunch Program,
851 School Breakfast Program, Seamless Summer Option, After School
852 Snack Program, Summer Food Service Program or the At-Risk
853 Afterschool Meals component of the Child and Adult Care Food
854 Program administered by the United States Department of Agriculture.

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

866 expenditures for regionally sourced foods.

867 (c) (1) The department shall receive requests from eligible boards of
868 education for reimbursement payments under the program in a manner
869 similar to how the department receives applications under section 10-
870 215b of the general statutes.

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

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

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

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

894 (g) In addition to the reimbursement payments otherwise provided
895 pursuant to this section, the department may, within available
896 appropriations, provide supplemental grants to eligible boards of

897 education. Such supplemental grant funds may be expended for the
898 purpose of purchasing kitchen equipment, engaging with school
899 nutrition or farm-to-school consultants or training relating to the
900 processing, preparation and serving of locally sourced food and
901 regionally sourced food. In awarding supplemental grants under this
902 subsection, the department shall give priority to an eligible board of
903 education for a town designated as an alliance district pursuant to
904 section 10-262u of the general statutes, as amended by this act.

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

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

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

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

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

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

938 (b) A local or regional board of education, regional educational
939 service center, cooperative arrangement pursuant to section 10-158a,
940 child care centers, group child care homes and family child care homes,
941 as such terms are described in section 19a-77, or any organization or
942 entity administering or assisting in the development of a farm-to-school
943 program, may apply, in a form and manner prescribed by the
944 department, for a grant under this section. Such grant shall be used to
945 develop or implement a farm-to-school program, which may include (1)
946 the purchase of equipment, resources or materials, including, but not
947 limited to, local food products, gardening supplies, field trips to farms,
948 gleaning on farms and stipends to visiting farmers, (2) the provision of
949 professional development and skills training for educators, school
950 nutrition professionals, parents, caregivers, child care providers and
951 employees and volunteers of organizations administering or assisting in
952 the development and implementation of farm-to-school programs, and
953 (3) piloting new purchasing systems and programs.

954 (c) The department shall convene an advisory committee to assist in
955 the administration of the CT Grown for CT Kids Grant Program. The
956 advisory committee shall consist of the Commissioner of Education, or
957 the commissioner's designee, and individuals representing stakeholder
958 groups that reflect the demographic and geographic diversity of the
959 state, selected by the Commissioner of Agriculture. The advisory
960 committee shall (1) assist the department in reviewing applications and
961 awarding grants under this section, and (2) provide technical assistance

962 to grant recipients in the development and implementation of farm-to-
963 school programs.

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

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

975 (f) Not later than January 1, 2023, and annually thereafter, the
976 department shall submit a report on the CT Grown for CT Kids Grant
977 Program to the joint standing committee of the General Assembly
978 having cognizance of matters relating to education, in accordance with
979 the provisions of section 11-4a. Such report shall include, but need not
980 be limited to, an accounting of the funds appropriated and received by
981 the department for the program, descriptions of each grant awarded
982 under the program and how such grant was expended by the recipient,
983 and an evaluation of the program and the success of local farm-to-school
984 programs that have received grant awards under this section.

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

990 Sec. 28. (NEW) (*Effective July 1, 2023*) (a) Any local or regional board
991 of education may partner with one or more local employers that are in
992 the aviation or aerospace industry to develop and provide an
993 apprenticeship training program for students in the school district

994 governed by such board. Such apprenticeship training program shall
995 include, but need not be limited to, (1) on-site training in which students
996 may learn immediate job skills and earn course credit, and (2) the
997 provision of information to students concerning the programs of study
998 offered at the CT Aero Tech School for Aviation Maintenance
999 Technicians and assistance with the application for admission to said
1000 school.

1001 (b) Not later than sixty days after the first student cohort completes
1002 an apprenticeship training program provided pursuant to subsection (a)
1003 of this section, and annually thereafter, the local or regional board of
1004 education that provides such program shall submit a report, in
1005 accordance with the provisions of section 11-4a of the general statutes,
1006 to the joint standing committee of the General Assembly having
1007 cognizance of matters relating to education. Such report shall include,
1008 but need not be limited to, the number of students who (1) participated
1009 in and completed such program, and (2) enrolled in the CT Aero Tech
1010 School for Aviation Maintenance Technicians after completing such
1011 program.

1012 Sec. 29. (NEW) (*Effective July 1, 2023*) (a) Not later than January 1,
1013 2024, the Commissioner of Education shall (1) in consultation with the
1014 School Paraeducator Advisory Council, established pursuant to section
1015 10-155k of the general statutes, develop a model program for
1016 paraeducator training for students in grades nine to twelve, inclusive,
1017 in which such students may be qualified to work as paraeducators upon
1018 graduation from high school, and (2) distribute such model program to
1019 each local and regional board of education.

1020 (b) A local or regional board of education may adopt the model
1021 program for paraeducator training developed pursuant to subsection (a)
1022 of this section for students in grades nine to twelve, inclusive. Not later
1023 than one year after adopting such program, and annually thereafter,
1024 such board of education shall submit a report, in accordance with the
1025 provisions of section 11-4a of the general statutes, to the joint standing
1026 committee of the General Assembly having cognizance of matters

1027 relating to education. Such report shall include, but not be limited to,
1028 the number of students who (1) participated and completed such
1029 program by grade, and (2) found employment as a paraeducator after
1030 graduation from high school.

1031 Sec. 30. Section 10-220d of the general statutes is repealed and the
1032 following is substituted in lieu thereof (*Effective July 1, 2023*):

1033 Each local and regional board of education shall provide full access
1034 to technical education and career schools, regional agricultural science
1035 and technology education centers, interdistrict magnet schools, charter
1036 schools and interdistrict student attendance programs for the
1037 recruitment of students attending the schools under the board's
1038 jurisdiction, provided such recruitment is not for the purpose of
1039 interscholastic athletic competition. Each local and regional board of
1040 education shall provide information relating to technical education and
1041 career schools, regional agricultural science and technology education
1042 centers, interdistrict magnet schools, charter schools, alternative high
1043 schools and interdistrict student attendance programs on the board's
1044 Internet web site. Each local and regional board of education shall
1045 annually distribute to students in middle school and require school
1046 counselors to provide [information] to students and parents of students
1047 in middle and high schools within such board's jurisdiction [of]
1048 information concerning the availability of (1) vocational, technical,
1049 technological and postsecondary education and training at technical
1050 education and career schools, and (2) agricultural science and
1051 technology education at regional agricultural science and technology
1052 education centers, and publish such information on the Internet web site
1053 of such board.

1054 Sec. 31. (NEW) (*Effective July 1, 2023*) (a) Not later than January 1,
1055 2024, the Department of Education shall, within available
1056 appropriations, establish a preapprenticeship grant program. The
1057 department shall award grants to any local or regional board of
1058 education that incorporates a preapprenticeship program in the
1059 curriculum for grades nine to twelve, inclusive, provided such

1060 preapprenticeship program (1) is registered with the Labor Department,
1061 and (2) meets any criteria established by the Department of Education.
1062 The Department of Education shall award a grant to such board of
1063 education in an amount not less than one thousand dollars for each
1064 student that completes the preapprenticeship program.

1065 (b) Not later than January 1, 2025, and annually thereafter, the
1066 Department of Education shall submit a report, in accordance with the
1067 provisions of section 11-4a of the general statutes, to the joint standing
1068 committee of the General Assembly having cognizance of matters
1069 relating to education. Such report shall include, but need not be limited
1070 to, (1) the amount of grants awarded during the prior year, and (2) the
1071 types of preapprenticeship programs completed by students during the
1072 prior year.

1073 Sec. 32. (*Effective July 1, 2023*) Not later than January 1, 2024, the
1074 Department of Education, in partnership with local and regional boards
1075 of education, public institutions of higher education and independent
1076 institutions of higher education, as defined in section 10a-173 of the
1077 general statutes, shall, within the limits of available funding, expand
1078 opportunities for dual credit and dual enrollment for students in grades
1079 nine to twelve, inclusive, in the state in various subject areas, including,
1080 but not limited to, courses that are required to pursue health care
1081 occupations. The work to expand such opportunities shall include, but
1082 need not be limited to, (1) the creation of resources, such as an online
1083 inventory of dual credit and dual enrollment programs and model
1084 agreements to promote information sharing between boards of
1085 education and institutions of higher education, (2) support for
1086 curriculum development and professional development for teachers
1087 and faculty to create new career pathways for in-demand industries,
1088 such as health care, and (3) tuition assistance for students who enroll in
1089 dual credit and dual enrollment programs. Not later than January 1,
1090 2024, the Department of Education shall submit a report, in accordance
1091 with the provisions of section 11-4a of the general statutes, to the joint
1092 standing committee of the General Assembly having cognizance of
1093 matters relating to education on the department's efforts to expand

1094 opportunities for dual credit and dual enrollment pursuant to this
1095 section.

1096 Sec. 33. (*Effective from passage*) The executive director of the Technical
1097 Education and Career System shall convene a working group to
1098 determine the feasibility, cost and plan for development of an aerospace
1099 advanced manufacturing high school. The members of the working
1100 group shall include, but need not be limited to, representatives of the
1101 Governor's Workforce Council and the Department of Economic and
1102 Community Development and business and community organizations
1103 related to the aerospace industry. The executive director shall appoint
1104 the members of the working group and shall serve as the chairperson.
1105 Not later than January 1, 2025, the executive director shall submit, in
1106 accordance with the provisions of section 11-4a of the general statutes,
1107 to the joint standing committee of the General Assembly having
1108 cognizance of matters relating to education a report detailing the
1109 conclusions and recommendations of the working group.

1110 Sec. 34. Section 10-212 of the general statutes is repealed and the
1111 following is substituted in lieu thereof (*Effective July 1, 2023*):

1112 (a) Each local or regional board of education shall appoint one or
1113 more school nurses or nurse practitioners. Such school nurses and nurse
1114 practitioners appointed by such boards shall be qualified pursuant to
1115 regulations adopted in accordance with the provisions of chapter 54 by
1116 the State Board of Education in consultation with the Department of
1117 Public Health, except any school nurse or nurse practitioner appointed
1118 by or under contract with a local or regional board of education shall
1119 not be required to have at least the equivalent of one year full time
1120 working experience as a registered nurse during the five years
1121 immediately prior to appointment or employment as a school nurse or
1122 nurse practitioner. Such school nurses may also act as visiting nurses in
1123 the town, may visit the homes of pupils in the public schools and shall
1124 assist in executing the orders of the school medical advisor, if there is
1125 any in such town, and perform such other duties as are required by such
1126 board.

1127 (b) Notwithstanding any provision of the general statutes or any
1128 regulation of Connecticut state agencies, nothing in this section shall be
1129 construed to prohibit the administering of medications by parents or
1130 guardians to their own children on school grounds.

1131 (c) School nurses and nurse practitioners appointed by or under
1132 contract with any local or regional board of education and any nurse
1133 provided to a nonpublic school under the provisions of section 10-217a
1134 shall submit to a criminal history records check in accordance with the
1135 provisions of section 29-17a.

1136 (d) On and after July 1, 2024, each school nurse or nurse practitioner
1137 appointed by or under contract with a local or regional board of
1138 education shall complete at least fifteen hours of professional
1139 development programs or activities approved and provided by such
1140 local or regional board of education, in accordance with the provisions
1141 of section 35 of this act, in each two-year period, provided such
1142 professional development programs or activities include training and
1143 instruction in the implementation of individualized education
1144 programs and plans pursuant to Section 504 of the Rehabilitation Act of
1145 1973, as amended from time to time.

1146 Sec. 35. (NEW) (*Effective July 1, 2023*) For the school year commencing
1147 July 1, 2024, and each school year thereafter, each local and regional
1148 board of education shall annually approve and provide professional
1149 development programs or activities for all school nurses and nurse
1150 practitioners appointed by or under contract with such board. Each
1151 board shall provide such professional development programs or
1152 activities related to training and instruction in the implementation of
1153 individualized education programs and plans pursuant to Section 504
1154 of the Rehabilitation Act of 1973, as amended from time to time, to any
1155 new school nurse or nurse practitioner not later than thirty days after
1156 such school nurse or nurse practitioner has been appointed by or
1157 entered into a contract with such board.

1158 Sec. 36. (*Effective from passage*) (a) There is established the Building

1159 Educational Responsibility with Greater Improvement Networks
1160 Commission. The commission shall study (1) issues relating to
1161 education funding entitled to local and regional boards of education,
1162 charter schools and operators of interdistrict magnet school programs
1163 under the provisions of section 10-262h of the general statutes, and
1164 section 10-66ee of the general statutes, (2) accountability measures for
1165 (A) alliance districts, (B) charter schools, and (C) interdistrict magnet
1166 school programs, (3) the adequacy of financial reporting by (A) local and
1167 regional boards of education, including financial reporting associated
1168 with participation in the state-wide interdistrict public school
1169 attendance program, established pursuant to section 10-266aa of the
1170 general statutes, (B) the governing councils of state and local charter
1171 schools and charter management organizations, and (C) operators of
1172 interdistrict magnet school programs, and (4) the financial impact of
1173 interdistrict magnet school programs, charter schools and the state-wide
1174 interdistrict public school attendance program on local and regional
1175 boards of education, including, but not limited to, equalization aid grant
1176 amounts, transportation costs, special education services and other
1177 general educational costs for children who reside in the school district
1178 but do not attend a school under the jurisdiction of the board of
1179 education for such school district.

1180 (b) (1) The portion of such study regarding issues relating to
1181 education funding entitled to local and regional boards of education,
1182 charter schools and interdistrict magnet schools shall include, but need
1183 not be limited to, an analysis of and recommendations relating to (A)
1184 the compensation, benefits, retention and recruitment of teachers,
1185 paraprofessionals and social workers, (B) restrictions on the use of any
1186 additional funds received pursuant to section 10-262h of the general
1187 statutes, (C) reporting requirements for school districts receiving
1188 additional funds provided under the provisions of section 10-262h of the
1189 general statutes, (D) optimal class sizes, and (E) the inclusion of special
1190 education as a need factor in the equalization aid grant formula under
1191 section 10-262h of the general statutes.

1192 (2) The portion of such study regarding alliance districts shall

1193 include, but need not be limited to, (A) an analysis of the process by
1194 which alliance district plans are developed by boards of education and
1195 are reviewed and approved by the Commissioner of Education, and
1196 recommendations for narrowing the focus of or replacing such plans,
1197 (B) a consideration of the removal of the withholding of a portion of an
1198 alliance district's equalization aid grant under section 10-262u of the
1199 general statutes, as amended by this act, (C) the feasibility of creating
1200 independent financial audits of the expenditures under the entire
1201 budget of boards of education for alliance districts, (D) the feasibility of
1202 requiring boards of education for alliance districts to hold hearings on
1203 interventions and make annual evaluations of any new programming
1204 established in the school district, (E) a consideration of establishing
1205 guidelines for the hiring of nonclassroom personnel, and (F) a
1206 consideration of interventions that the Department of Education may
1207 take in regard to the operations of an alliance district.

1208 (3) The portion of such study regarding charter schools shall include,
1209 but need not be limited to, (A) the feasibility of allowing for a full grade
1210 expansion of existing charters, including grade expansion, (B) an
1211 examination of the impact of moratoriums on the granting of new
1212 charters, as well as the approval of new interdistrict magnet school
1213 programs, (C) a consideration of the duration of the length of a charter's
1214 validity, and (D) an examination of the charter renewal process,
1215 including the standards used by the State Board of Education during its
1216 determination of whether to renew a charter and the creation of an
1217 accountability scale.

1218 (4) The portion of such study regarding interdistrict magnet schools
1219 shall include, but need not be limited to, oversight policies for
1220 interdistrict magnet school programs operated by regional education
1221 service centers relating to tuition increases, enrollment and funding
1222 caps.

1223 (c) The commission shall consist of the following members:

1224 (1) The speaker of the House of Representatives, or the speaker's

1225 designee;

1226 (2) Two appointed by the speaker of the House of Representatives,
1227 one of whom is a representative of the Connecticut Association of Public
1228 School Superintendents and one of whom is a representative of the
1229 RESC Alliance;

1230 (3) The president pro tempore of the Senate, or the president pro
1231 tempore's designee;

1232 (4) Two appointed by the president pro tempore of the Senate, one of
1233 whom is a representative of Special Education Equity for Kids and one
1234 of whom is a representative of the Center for Children's Advocacy;

1235 (5) Three appointed by the majority leader of the House of
1236 Representatives, one of whom is a representative of the Connecticut
1237 School Counselor Association, one of whom is a representative of the
1238 Connecticut Education Association and one of whom is a representative
1239 of the Connecticut Voices for Children;

1240 (6) Three appointed by the majority leader of the Senate, one of whom
1241 is a representative of the American Federation of Teachers-Connecticut,
1242 one of whom is a representative of ConnCAN and one of whom is a
1243 representative of the School and State Finance Project;

1244 (7) Three appointed by the minority leader of the House of
1245 Representatives, one of whom is a representative of the Connecticut
1246 Association of School Administrators and one of whom is a
1247 representative of the Connecticut Association of School Business
1248 Officials, and one of whom is a member of a local or regional board of
1249 education for an alliance district, in consultation with the Connecticut
1250 Association of Boards of Education;

1251 (8) Three appointed by the minority leader of the Senate, one of
1252 whom is a representative of the Connecticut Charter School Association,
1253 one of whom is the executive director of an agricultural science and
1254 technology education center and one of whom is a representative of the

- 1255 Connecticut Council of Administrators of Special Education;
- 1256 (9) The Commissioner of Education, or the commissioner's designee;
1257 and
- 1258 (10) The Secretary of the Office of Policy and Management, or the
1259 secretary's designee.
- 1260 (d) All initial appointments to the commission shall be made not later
1261 than thirty days after the effective date of this section. Any vacancy shall
1262 be filled by the appointing authority.
- 1263 (e) The speaker of the House of Representatives and the president pro
1264 tempore of the Senate, or their designees, shall serve as the chairpersons
1265 of the commission and shall schedule the first meeting of the
1266 commission, which shall be held not later than sixty days after the
1267 effective date of this section.
- 1268 (f) The administrative staff of the joint standing committee of the
1269 General Assembly having cognizance of matters relating to education
1270 shall serve as administrative staff of the commission.
- 1271 (g) (1) Not later than February 1, 2024, the commission shall submit a
1272 report on the portion of the study described in subdivision (1) of
1273 subsection (b) of this section, in accordance with the provisions of
1274 section 11-4a of the general statutes, on its findings and
1275 recommendations to the joint standing committees of the General
1276 Assembly having cognizance of matters relating to education and
1277 appropriations.
- 1278 (2) Not later than January 15, 2025, the commission shall submit a
1279 report on the portion of the study described in subdivisions (2) and (3)
1280 of subsection (b) of this section, in accordance with the provisions of
1281 section 11-4a of the general statutes, on its findings and
1282 recommendations to the joint standing committee of the General
1283 Assembly having cognizance of matters relating to education.
- 1284 (3) The commission shall terminate on the date that it submits the last

1285 of such reports or July 1, 2025, whichever is later.

1286 Sec. 37. (NEW) (*Effective July 1, 2023*) Not later than May twentieth of
1287 each school year, each local and regional board of education, operator
1288 of an interdistrict magnet school program and governing council of a
1289 state or local charter school shall annually submit to the Department of
1290 Education the number of students enrolled as of April first of such
1291 school year for such board, operator or governing council. In the case of
1292 a local or regional board of education that (1) is a sending district or
1293 receiving district, as those terms are defined in section 10-266aa of the
1294 general statutes, as amended by this act, under the state-wide
1295 interdistrict public school attendance program, (2) is an operator of an
1296 interdistrict magnet school program, or (3) operates an agricultural
1297 science and technology educator center, such board shall annually
1298 submit to the department the number of students participating in such
1299 program as of April first of such school year, separately for in-district
1300 and out-of-district students.

1301 Sec. 38. Section 10-262u of the general statutes is repealed and the
1302 following is substituted in lieu thereof (*Effective July 1, 2024*):

1303 (a) As used in this section and section 10-262i:

1304 (1) ["Alliance district"] "Educational reform district" means a school
1305 district for a town that [(A)] is among the towns with the [thirty-three]
1306 twenty lowest accountability index scores, as calculated by the
1307 Department of Education. [, or (B) was previously designated as an
1308 alliance district by the Commissioner of Education for the fiscal years
1309 ending June 30, 2013, to June 30, 2022, inclusive.]

1310 (2) "Legacy alliance district" means a school district for a town that
1311 was designated as an alliance district by the Commissioner of Education
1312 for the fiscal years ending June 30, 2013, to June 30, 2024, inclusive.

1313 [(2)] (3) "Accountability index" has the same meaning as provided in
1314 section 10-223e.

1315 [(3)] (4) "Mastery test data of record" has the same meaning as
1316 provided in section 10-262f, as amended by this act.

1317 [(4) "Educational reform district" means an alliance district that is
1318 among the ten lowest accountability index scores when all towns are
1319 ranked highest to lowest in accountability index scores.]

1320 (b) (1) For the fiscal year ending June 30, 2013, the Commissioner of
1321 Education shall designate thirty school districts as alliance reform
1322 districts. Any school district designated as an alliance district shall be so
1323 designated for a period of five years. On or before June 30, 2016, the
1324 Department of Education shall determine if there are any additional
1325 alliance districts.

1326 (2) For the fiscal year ending June 30, 2018, the commissioner shall
1327 designate thirty-three school districts as alliance districts. Any school
1328 district designated as an alliance district shall be so designated for a
1329 period of five years.

1330 (3) For the fiscal year ending June 30, 2023, the commissioner shall
1331 designate thirty-six school districts as alliance districts. Any school
1332 district designated as an alliance district shall be so designated for a
1333 period of [five] two years.

1334 (4) For the fiscal year ending June 30, 2025, the commissioner shall
1335 designate twenty school districts as educational reform districts. Any
1336 school district designated as an educational reform district shall be so
1337 designated for a period of two years.

1338 (c) (1) For the fiscal year ending June 30, [2023, and each fiscal year
1339 thereafter, the Comptroller shall withhold from any town that (A) was
1340 designated as an alliance district pursuant to subdivision (2) of
1341 subsection (b) of this section any increase in funds received over the
1342 amount the town received for the fiscal year ending June 30, 2012,
1343 pursuant to subsection (a) of section 10-262i, and (B) was designated as
1344 an alliance district for the first time pursuant to subdivision (3) of
1345 subsection (b) of this section, any increase in funds received over the

1346 amount the town received for the fiscal year ending June 30, 2022,
1347 pursuant to subsection (a) of section 10-262i.] 2025, and each fiscal year
1348 thereafter, the Comptroller shall withhold from any town that was
1349 designated as an educational reform district pursuant to subdivision (4)
1350 of subsection (b) of this section any increase in funds received over the
1351 amount the town received for the fiscal year ending June 30, 2012,
1352 pursuant to subsection (a) of section 10-262i. The Comptroller shall
1353 transfer such funds to the Commissioner of Education.

1354 (2) Upon receipt of an application pursuant to subsection (d) of this
1355 section or section 10-156gg, as amended by this act, the Commissioner
1356 of Education may pay such funds to the town designated as an [alliance]
1357 educational reform district and such town shall pay all such funds to the
1358 local or regional board of education for such town on the condition that
1359 such funds shall be expended in accordance with (A) the improvement
1360 plan described in subsection (d) of this section, (B) the minority
1361 candidate certification, retention or residency year program pursuant to
1362 section 10-156gg, as amended by this act, (C) the family resource center
1363 program, pursuant to section 10-4o, to establish a family resource center
1364 in each elementary school under the jurisdiction of such board, (D) the
1365 provisions of subsection (c) of section 10-262i, and [(D)] (E) any
1366 guidelines developed by the State Board of Education for such funds.
1367 Such funds shall be used to improve student achievement and recruit
1368 and retain minority teachers in such [alliance] educational reform
1369 district and to offset any other local education costs approved by the
1370 commissioner.

1371 (d) The local or regional board of education for a town designated as
1372 an [alliance] educational reform district may apply to the Commissioner
1373 of Education, at such time and in such manner as the commissioner
1374 prescribes, to receive any increase in funds received over the amount
1375 the town received for the prior fiscal year pursuant to subsection (a) of
1376 section 10-262i. Applications pursuant to this subsection shall include
1377 objectives and performance targets and [a] an improvement plan that
1378 are developed, in part, on the strategic use of student academic
1379 performance data. Such improvement plan may include, but not be

1380 limited to, the following: (1) A tiered system of interventions for the
1381 schools under the jurisdiction of such board based on the needs of such
1382 schools, (2) ways to strengthen the foundational programs in reading,
1383 through the intensive reading instruction program pursuant to section
1384 10-14u, as amended by this act, to ensure reading mastery in
1385 kindergarten to grade three, inclusive, with a focus on standards and
1386 instruction, proper use of data, intervention strategies, current
1387 information for teachers, parental engagement, and teacher professional
1388 development, (3) additional learning time, including extended school
1389 day or school year programming administered by school personnel or
1390 external partners, (4) a talent strategy that includes, but is not limited to,
1391 teacher and school leader recruitment and assignment, career ladder
1392 policies that draw upon guidelines for a model teacher evaluation
1393 program adopted by the State Board of Education, pursuant to section
1394 10-151b, and adopted by each local or regional board of education. Such
1395 talent strategy may include provisions that demonstrate increased
1396 ability to attract, retain, promote and bolster the performance of staff in
1397 accordance with performance evaluation findings and, in the case of
1398 new personnel, other indicators of effectiveness, (5) training for school
1399 leaders and other staff on new teacher evaluation models, (6) provisions
1400 for the cooperation and coordination with early childhood education
1401 providers to ensure alignment with district expectations for student
1402 entry into kindergarten, including funding for an existing local Head
1403 Start program, (7) provisions for the cooperation and coordination with
1404 other governmental and community programs to ensure that students
1405 receive adequate support and wraparound services, including
1406 community school models, (8) provisions for implementing and
1407 furthering state-wide education standards adopted by the State Board
1408 of Education and all activities and initiatives associated with such
1409 standards, (9) strategies for attracting and recruiting minority teachers
1410 and administrators, (10) provisions for the enhancement of bilingual
1411 education programs, pursuant to section 10-17f, or other language
1412 acquisition services to English language learners, including, but not
1413 limited to, participation in the English language learner pilot program,
1414 established pursuant to section 10-17n, (11) entering into the model

1415 school district responsibilities agreement, described in section 10-223l,
1416 (12) leadership succession plans that provide training and learning
1417 opportunities for administrators and are designed to assist in the
1418 seamless transition of school and district personnel in and out of
1419 leadership positions in the school district and the continuous
1420 implementation of improvement plans developed under this
1421 subsection, (13) implementing the policy adopted pursuant to section
1422 10-223m to improve completion rates of the Free Application for Federal
1423 Student Aid by students enrolled in grade twelve in a high school under
1424 the jurisdiction of such board or students enrolled in an adult education
1425 program maintained by such board pursuant to section 10-69, and, as
1426 applicable, the parent and guardians of such students, and (14) any
1427 additional categories or goals as determined by the commissioner. Such
1428 improvement plan shall demonstrate collaboration with key
1429 stakeholders, as identified by the commissioner, with the goal of
1430 achieving efficiencies and the alignment of intent and practice of current
1431 programs with conditional programs identified in this subsection. The
1432 commissioner may (A) require changes in any improvement plan
1433 submitted by a local or regional board of education before the
1434 commissioner approves an application under this subsection, and (B)
1435 permit a local or regional board of education, as part of such
1436 improvement plan, to use a portion of any funds received under this
1437 section for the purposes of paying tuition charged to such board
1438 pursuant to subdivision (1) of subsection (k) of section 10-264l or
1439 subsection (b) of section 10-264o. Each such local and regional board of
1440 education shall annually submit such improvement plan to the
1441 department.

1442 (e) The State Board of Education may develop guidelines and criteria
1443 for the administration of such funds under this section.

1444 (f) The commissioner may withhold such funds if the local or regional
1445 board of education fails to comply with the provisions of this section.
1446 The commissioner may renew such funding if the local or regional
1447 board of education provides evidence that the school district of such
1448 board is achieving the objectives and performance targets approved by

1449 the commissioner stated in the improvement plan submitted under this
1450 section.

1451 (g) Any local or regional board of education receiving funding under
1452 this section shall submit an annual expenditure report to the
1453 commissioner on such form and in such manner as requested by the
1454 commissioner. The commissioner shall determine if (1) the local or
1455 regional board of education shall repay any funds not expended in
1456 accordance with the approved application, or (2) such funding should
1457 be reduced in a subsequent fiscal year up to an amount equal to the
1458 amount that the commissioner determines is out of compliance with the
1459 provisions of this subsection.

1460 (h) Any balance remaining for each local or regional board of
1461 education at the end of any fiscal year shall be carried forward for such
1462 local or regional board of education for the next fiscal year.

1463 (i) The local or regional board of education of a school district for a
1464 town that is among the fifty towns with the lowest accountability index
1465 scores, as calculated by the Department of Education, but has not been
1466 designated as an educational reform district by the Commissioner of
1467 Education, may request technical assistance or other specialized
1468 interventions from the department for the provision of academic
1469 support services to students.

1470 Sec. 39. Subdivision (2) of section 10-262f of the general statutes is
1471 repealed and the following is substituted in lieu thereof (*Effective July 1,*
1472 *2024*):

1473 (2) "Base aid ratio" means for the fiscal year ending June 30, 2018, and
1474 each fiscal year thereafter, the sum of (A) one minus the town's wealth
1475 adjustment factor, and (B) the town's base aid ratio adjustment factor, if
1476 any, except that a town's base aid ratio shall not be less than (i) ten per
1477 cent for a town designated as an educational reform district or a legacy
1478 alliance district, as those terms are defined in section 10-262u, as
1479 amended by this act, or a priority school district, as described in section
1480 10-266p, and (ii) one per cent for a town that is not designated as an

1481 alliance district or a priority school district.

1482 Sec. 40. Subdivision (3) of subsection (d) of section 12-18b of the
1483 general statutes is repealed and the following is substituted in lieu
1484 thereof (*Effective July 1, 2024*):

1485 (3) Each [municipality] (A) town designated as an educational reform
1486 district or a legacy alliance district pursuant to section 10-262u, as
1487 amended by this act, or (B) municipality in which more than fifty per
1488 cent of the property is state-owned real property shall be classified as a
1489 tier one municipality.

1490 Sec. 41. Subdivision (2) of subsection (c) of section 10-156gg of the
1491 general statutes is repealed and the following is substituted in lieu
1492 thereof (*Effective July 1, 2023*):

1493 (2) For the fiscal year ending June 30, [2023, and each fiscal year
1494 thereafter] 2024, the Commissioner of Education shall withhold from an
1495 alliance district, from the funds transferred by the Comptroller pursuant
1496 to subsection (c) of section 10-262u, as amended by this act, ten per cent
1497 of any increase in such funds that such alliance district [receives]
1498 received for the fiscal year ending June 30, 2021, over the amount of such
1499 funds that it received for the fiscal year ending June 30, 2020. The
1500 department shall use such funds to make a payment to such alliance
1501 district and such alliance district shall expend such payment for any of
1502 the costs described in subsection (e) of this section.

1503 Sec. 42. Section 370 of public act 22-118 is repealed and the following
1504 is substituted in lieu thereof (*Effective from passage*):

1505 (a) There is established a working group to study and make
1506 recommendations related to indoor air quality within school buildings.
1507 Such recommendations shall include, but need not be limited to:

1508 (1) The optimal humidity and temperature ranges to ensure healthy
1509 air and promote student learning;

1510 (2) Threshold school air quality emergency conditions warranting

1511 temporary school closures based on the presence of insufficient heat, an
1512 excessive combination of indoor temperature and humidity levels, or
1513 some other thresholds;

1514 (3) Criteria for rating the priority of heating, ventilation and air
1515 conditioning repair and remediation needs, including the public health
1516 condition and needs of the students attending a school;

1517 (4) Optimal heating, ventilation and air conditioning system
1518 performance benchmarks for minimizing the spread of infectious
1519 disease;

1520 (5) Protocols to be used by school districts to receive, investigate and
1521 address complaints or evidence of mold, pest infestation, hazardous
1522 odors or chemicals and poor indoor air-quality;

1523 (6) The frequency with which local and regional boards of education
1524 should be providing for a uniform inspection and evaluation program
1525 of the indoor air quality within school buildings, such as the
1526 Environmental Protection Agency's Indoor Air Quality Tools for
1527 Schools Program, and whether such program should be provided for at
1528 all schools or only at those constructed before or after a certain date;

1529 (7) Best practices for the proper maintenance of heating, ventilation
1530 and air conditions systems in school buildings, including the frequency
1531 and scope of such maintenance;

1532 (8) A system of equitable distribution of funds, based on need, under
1533 the heating, ventilation and air conditioning system grant program
1534 pursuant to section 10-265r of the general statutes;

1535 (9) Ways to make the reports and results of the uniform inspections
1536 and evaluations of the indoor air quality and heating, ventilation and
1537 air conditioning systems of school buildings, conducted pursuant to
1538 section 10-220 of the general statutes, as amended by this act, accessible
1539 and searchable;

1540 [(8)] (10) Any other criteria affecting school indoor air quality; and

1541 [(9)] (11) Proposals for legislation to carry out any of the
1542 recommendations of the working group.

1543 (b) The working group shall consist of the following members:

1544 (1) Three appointed by the president pro tempore of the Senate, one
1545 of whom is a representative of ConnectiCOSH, one of whom is a
1546 representative of the Associated Sheet Metal and Roofing Contractors of
1547 Connecticut, and one of whom is a member of the Senate;

1548 (2) Three appointed by the speaker of the House of Representatives,
1549 one of whom is a specialist in the field of children's health, one of whom
1550 [shall] is a representative of the Connecticut State Building Trades
1551 Council, and one of whom is a member of the House of Representatives;

1552 (3) Two appointed by the majority leader of the Senate, one of whom
1553 is a representative of the American Federation of Teachers-Connecticut
1554 and one of whom is a representative of the Connecticut Association of
1555 Public School Superintendents;

1556 (4) Two appointed by the majority leader of the House of
1557 Representatives, one of whom is a representative of the Connecticut
1558 Education Association and one of whom is a representative of the
1559 Connecticut Association of Boards of Education;

1560 (5) Two appointed by the minority leader of the Senate, one of whom
1561 is a specialist in the field of medicine on respiratory health and one of
1562 whom is a representative of the Council of Small Towns;

1563 (6) Two appointed by the minority leader of the House, one of whom
1564 is an industrial hygienist and one of whom is a representative of the
1565 Mechanical Contractors of Connecticut;

1566 (7) Two appointed by the Governor, one of whom is a school nurse
1567 and one of whom is a representative of the Connecticut Conference of
1568 Municipalities;

1569 (8) The Secretary of the Office of Policy and Management, or the

- 1570 Secretary's designee;
- 1571 (9) The Commissioner of Education, or the commissioner's designee;
- 1572 (10) The Commissioner of Administrative Services, or the
1573 commissioner's designee;
- 1574 (11) The Labor Commissioner, or the commissioner's designee;
- 1575 (12) The Commissioner of Public Health, or the commissioner's
1576 designee;
- 1577 (13) The Commissioner of Consumer Protection, or the
1578 commissioner's designee; and
- 1579 (14) The Commissioner of Energy and Environmental Protection, or
1580 the commissioner's designee.
- 1581 (c) All appointments to the working group shall be made not later
1582 than sixty days after the effective date of this section. Any vacancy shall
1583 be filled by the appointing authority.
- 1584 (d) The member of the Senate appointed by the president pro
1585 tempore of the Senate pursuant to subdivision (1) of subsection (b) of
1586 this section and the member of the House of ~~[Representative]~~
1587 Representatives appointed by the speaker of the House of
1588 Representatives pursuant to subdivision (2) of subsection (b) of this
1589 section shall serve as the chairpersons of the working group. Such
1590 chairpersons shall schedule the first meeting of the working group,
1591 which shall be held not later than sixty days after the effective date of
1592 this section.
- 1593 (e) Not later than ~~[January 4, 2023]~~ July 1, 2024, the working group
1594 shall submit a report on its findings and recommendations to the
1595 Governor and the joint standing committees of the General Assembly
1596 having cognizance of matters relating to education, labor and public
1597 health, in accordance with the provisions of section 11-4a of the general
1598 statutes. The working group shall terminate on ~~[January 4, 2023]~~ July 1,

1599 2024, or on the submission of the report, whichever is later.

1600 Sec. 43. (NEW) (*Effective July 1, 2023*) (a) The Department of
1601 Administrative Services shall develop a standard school building
1602 indoor air quality reporting form to be used by local and regional boards
1603 of education when conducting a uniform inspection and evaluation
1604 program of the indoor air quality within a school building pursuant to
1605 subdivision (2) of subsection (d) of section 10-220 of the general statutes,
1606 as amended by this act. The department shall make such form available
1607 on its Internet web site.

1608 (b) The department shall develop a standard school building heating,
1609 ventilation and air conditioning system reporting form to be used by
1610 local and regional boards of education when conducting a uniform
1611 inspection and evaluation of the heating, ventilation and air
1612 conditioning system within a school building pursuant to subdivision
1613 (3) of subsection (d) of section 10-220 of the general statutes, as amended
1614 by this act. The department shall make such form available on its
1615 Internet web site.

1616 (c) The department may consult with representatives from the indoor
1617 air quality and heating, ventilation and air conditioning industry to
1618 develop the standard reporting forms described in this section.

1619 Sec. 44. Subsection (d) of section 10-220 of the general statutes is
1620 repealed and the following is substituted in lieu thereof (*Effective July 1,*
1621 *2023*):

1622 (d) (1) As used in this subsection:

1623 (A) "Certified testing, adjusting and balancing technician" means a
1624 technician certified to perform testing, adjusting and balancing of
1625 heating, ventilation and air conditioning systems by the Associated Air
1626 Balance Council, the National Environmental Balancing Bureau or the
1627 Testing, Adjusting and Balancing Bureau, or an individual training
1628 under the supervision of a Testing, Adjusting and Balancing Bureau
1629 certified technician or a person certified to perform ventilation

1630 assessments of heating, ventilation and air conditioning systems
1631 through a certification body accredited by the American National
1632 Standards Institute;

1633 (B) "Heating, ventilation and air conditioning system" means the
1634 equipment, distribution network, controls and terminals that provide,
1635 either collectively or individually, heating, ventilation or air
1636 conditioning to a building; and

1637 (C) "Indoor air quality" has the same meaning as used by the United
1638 States Department of Labor Occupational Safety and Health
1639 Administration Standard Number 1910.1000 "OSHA Policy on Indoor
1640 Air Quality".

1641 (2) [Prior to January 1, 2008, and every three years thereafter, for
1642 every school building that is or has been constructed, extended,
1643 renovated or replaced on or after January 1, 2003] On and after January
1644 1, 2024, and annually thereafter, a local or regional board of education
1645 shall provide for a uniform inspection and evaluation program of the
1646 indoor air quality within [such buildings, such as] each school building
1647 using the Environmental Protection Agency's Indoor Air Quality Tools
1648 for Schools Program. The inspection and evaluation program shall
1649 include, but not be limited to, a review, inspection or evaluation of the
1650 following: (A) The heating, ventilation and air conditioning systems; (B)
1651 radon levels in the air; (C) potential for exposure to microbiological
1652 airborne particles, including, but not limited to, fungi, mold and
1653 bacteria; (D) chemical compounds of concern to indoor air quality
1654 including, but not limited to, volatile organic compounds; (E) the degree
1655 of pest infestation, including, but not limited to, insects and rodents; (F)
1656 the degree of pesticide usage; (G) the presence of and the plans for
1657 removal of any hazardous substances that are contained on the list
1658 prepared pursuant to Section 302 of the federal Emergency Planning
1659 and Community Right-to-Know Act, 42 USC 9601 et seq.; (H) ventilation
1660 systems; (I) plumbing, including water distribution systems, drainage
1661 systems and fixtures; (J) moisture incursion; (K) the overall cleanliness
1662 of the facilities; (L) building structural elements, including, but not

1663 limited to, roofing, basements or slabs; (M) the use of space, particularly
1664 areas that were designed to be unoccupied; and (N) the provision of
1665 indoor air quality maintenance training for building staff. Local and
1666 regional boards of education conducting evaluations pursuant to this
1667 subsection shall (i) make available for public inspection the results of the
1668 inspection and evaluation at a regularly scheduled board of education
1669 meeting and on the [board's or each individual school's web site]
1670 Internet web site of such board and on the Internet web site, if any, of
1671 each individual school, and (ii) submit the report and results of such
1672 inspection and evaluation to the Department of Administrative Services
1673 using the form developed pursuant to section 43 of this act.

1674 (3) Prior to January 1, [2024] 2025, and every five years thereafter, a
1675 local or regional board of education shall provide for a uniform
1676 inspection and evaluation of the heating, ventilation and air
1677 conditioning system within each school building under its jurisdiction.
1678 Such inspection and evaluation shall be performed by a certified testing,
1679 adjusting and balancing technician, an industrial hygienist certified by
1680 the American Board of Industrial Hygiene or the Board for Global EHS
1681 Credentialing, or a mechanical engineer. Such heating, ventilation and
1682 air conditioning systems inspection and evaluation shall include, but
1683 need not be limited to: (A) Testing for maximum filter efficiency, (B)
1684 physical measurements of outside air delivery rate, (C) verification of
1685 the appropriate condition and operation of ventilation components, (D)
1686 measurement of air distribution through all system inlets and outlets,
1687 (E) verification of unit operation and that required maintenance has
1688 been performed in accordance with the most recent indoor ventilation
1689 standards promulgated by the American Society of Heating,
1690 Refrigerating and Air-Conditioning Engineers, (F) verification of control
1691 sequences, (G) verification of carbon dioxide sensors and acceptable
1692 carbon dioxide concentrations indoors, and (H) collection of field data
1693 for the installation of mechanical ventilation if none exist. The
1694 ventilation systems inspection and evaluation shall identify to what
1695 extent each school's current ventilation system components, including
1696 any existing central or noncentral mechanical ventilation system, are

1697 operating in such a manner as to provide appropriate ventilation to the
1698 school building in accordance with most recent indoor ventilation
1699 standards promulgated by the American Society of Heating,
1700 Refrigerating and Air-Conditioning Engineers. The inspection and
1701 evaluation shall result in a written report, and such report shall include
1702 any corrective actions necessary to be performed to the mechanical
1703 ventilation system or the heating, ventilation and air conditioning
1704 infrastructure, including installation of filters meeting the most optimal
1705 level of filtration available for a given heating, ventilation and air
1706 conditioning system, installation of carbon dioxide sensors and
1707 additional maintenance, repairs, upgrades or replacement. Any such
1708 corrective actions shall be performed, where appropriate, by a
1709 contractor, who is licensed in accordance with chapter 393. Any local or
1710 regional board of education conducting an inspection and evaluations
1711 pursuant to this subsection shall (i) make available for public inspection
1712 the results of such inspection and evaluation at a regularly scheduled
1713 meeting of such board and on the Internet web site of such board and
1714 on the Internet web site, if any, of each individual school, and (ii) submit
1715 the report and results of such inspection and evaluation to the
1716 Department of Administrative Services using the form developed
1717 pursuant to section 43 of this act. A local or regional board of education
1718 shall not be required to provide for a uniform inspection and evaluation
1719 under this subdivision for any school building that will cease to be used
1720 as a school building within the three years from when such inspection
1721 and evaluation is to be performed. Any local or regional board of
1722 education that has provided for an inspection that was performed in a
1723 different format, but is deemed equivalent by the department, may use
1724 such inspection in lieu of a uniform inspection and evaluation under this
1725 subdivision. The Department of Administrative Services may, upon
1726 request of a local or regional board of education, grant a waiver of the
1727 January 1, 2025, deadline for the provision of a uniform inspection and
1728 evaluation under this subdivision if the department finds that (I) there
1729 is an insufficient number of certified testing, adjusting and balancing
1730 technicians, industrial hygienists certified by the American Board of
1731 Industrial Hygiene or the Board for Global EHS Credentialing or

1732 mechanical engineers to perform such inspection and evaluation, or (II)
1733 such board has scheduled such inspection and evaluation for a date after
1734 January 1, 2025. Such waiver shall be valid for one year.

1735 Sec. 45. (NEW) (*Effective July 1, 2023*) On or before July 1, 2024, the
1736 Commissioner of Public Health shall develop guidelines regarding the
1737 establishment of an optimal thermal comfort range of sixty-five to
1738 eighty degrees Fahrenheit for school buildings and facilities, except that
1739 gymnasiums and natatoriums may have a larger optimal thermal
1740 comfort range.

1741 Sec. 46. (NEW) (*Effective July 1, 2023*) (a) As used in this section:

1742 (1) "Alliance district" has the same meaning as provided in section 10-
1743 262u of the general statutes, as amended by this act;

1744 (2) "Private entity" means any individual, corporation, general
1745 partnership, limited partnership, limited liability partnership, joint
1746 venture, nonprofit organization or other business entity;

1747 (3) "Public-private partnership" means the relationship established
1748 between the local or regional board of education for a town designated
1749 as an alliance district, a community college and a private entity for the
1750 purpose of implementing a pathways in technology early college high
1751 school program; and

1752 (4) "Pathways in technology early college high school program"
1753 means a program of instruction in which students in grades nine to
1754 twelve, inclusive, complete high school and college-level coursework
1755 while simultaneously engaging in industry-guided workforce
1756 development.

1757 (b) For the fiscal year ending June 30, 2024, and each fiscal year
1758 thereafter, the Department of Education shall annually issue a request
1759 for proposals to local and regional boards of education for towns
1760 designated as alliance districts for the establishment of a new public-
1761 private partnership or the enhancement of an existing pathways in

1762 technology early college high school program. The department shall
1763 review such proposals and award a grant to two such boards for the
1764 costs associated with the establishment of a new public-private
1765 partnership or enhancement of a pathways in technology early college
1766 high school program.

1767 Sec. 47. (NEW) (*Effective July 1, 2023*) As used in this section, sections
1768 48 to 55, inclusive, of this act and sections 71 and 74 of this act:

1769 (1) "School climate" means the quality and character of the school life,
1770 with a particular focus on the quality of the relationships within the
1771 school community, and which is based on patterns of people's
1772 experiences of school life and that reflects the norms, goals, values,
1773 interpersonal relationships, teaching, learning, leadership practices and
1774 organizational structures within the school community.

1775 (2) "Social and emotional learning" means the process through which
1776 children and adults achieve emotional intelligence through the
1777 competencies of self-awareness, self-management, social awareness,
1778 relationship skills and responsible decision-making.

1779 (3) "Emotional intelligence" means the ability to (A) perceive,
1780 recognize and understand emotions in oneself or others, (B) use
1781 emotions to facilitate cognitive activities, including, but not limited to,
1782 reasoning, problem solving and interpersonal communication, (C)
1783 understand and identify emotions, and (D) manage emotions in oneself
1784 and others.

1785 (4) "Bullying" means unwanted and aggressive behavior among
1786 children in grades kindergarten to twelve, inclusive, that involves a real
1787 or perceived power imbalance.

1788 (5) "School environment" means a school-sponsored or school-related
1789 activity, function or program, whether on or off school grounds,
1790 including at a school bus stop or on a school bus or other vehicle owned,
1791 leased or used by a local or regional board of education, and may
1792 include other activities, functions or programs that occur outside of a

1793 school-sponsored or school-related activity, function or program if
1794 bullying at or during such other activities, functions or programs
1795 negatively impacts the school environment.

1796 (6) "Cyberbullying" means any act of bullying through the use of the
1797 Internet, interactive and digital technologies, cellular mobile telephone
1798 or other mobile electronic devices or any other electronic
1799 communication.

1800 (7) "Teen dating violence" means any act of physical, emotional or
1801 sexual abuse, including stalking, harassing and threatening, that occurs
1802 between two students who are currently in or who have recently been
1803 in a dating relationship.

1804 (8) "Mobile electronic device" means any hand-held or other portable
1805 electronic equipment capable of providing data communication
1806 between two or more individuals, including, but not limited to, a text
1807 messaging device, a paging device, a personal digital assistant, a laptop
1808 computer, equipment that is capable of playing a video game or a digital
1809 video disk or equipment on which digital images are taken or
1810 transmitted.

1811 (9) "Electronic communication" means any transfer of signs, signals,
1812 writing, images, sounds, data or intelligence of any nature transmitted
1813 in whole or in part by a wire, radio, electromagnetic, photoelectronic or
1814 photo-optical system.

1815 (10) "School climate improvement plan" means a building-specific
1816 plan developed by the school climate committee, in collaboration with
1817 the school climate specialist, using school climate survey data and any
1818 other relevant information, through a process that engages all members
1819 of the school community and involves such members in a series of
1820 overlapping systemic improvements, school-wide instructional
1821 practices and relational practices that prevent, identify and respond to
1822 challenging behavior, including, but not limited to alleged bullying and
1823 harassment in the school environment.

1824 (11) "Restorative practices" means evidence and research-based
1825 system-level practices that focus on (A) building high-quality,
1826 constructive relationships among the school community, (B) holding
1827 each student accountable for any challenging behavior, and (C)
1828 ensuring each such student has a role in repairing relationships and
1829 reintegrating into the school community.

1830 (12) "School climate survey" means a research-based, validated and
1831 developmentally appropriate survey administered to students, school
1832 employees and families of students, in the predominant languages of
1833 the members of the school community, that measures and identifies
1834 school climate needs and tracks progress through a school climate
1835 improvement plan.

1836 (13) "Connecticut school climate policy" means the school climate
1837 policy developed, updated and approved by an association in the state
1838 that represents boards of education and adopted by the Social and
1839 Emotional Learning and School Climate Advisory Collaborative,
1840 established pursuant to section 10-222q of the general statutes, as
1841 amended by this act, that provides a framework for an effective and
1842 democratically informed school climate improvement process that
1843 serves to implement Connecticut school climate standards, and includes
1844 a continuous cycle of (A) planning and preparation, (B) evaluation, (C)
1845 action planning, and (D) implementation.

1846 (14) "School employee" means (A) a teacher, substitute teacher,
1847 administrator, school superintendent, school counselor, school
1848 psychologist, social worker, school nurse, physician, paraeducator or
1849 coach employed by a local or regional board of education, or (B) any
1850 other individual who, in the performance of his or her duties, has
1851 regular contact with students and who provides services to or on behalf
1852 of students enrolled in a public school, pursuant to a contract with a
1853 local or regional board of education.

1854 (15) "School community" means any individuals, groups, businesses,
1855 public institutions and nonprofit organizations that are invested in the

1856 welfare and vitality of a public school system and the community in
1857 which it is located, including, but not limited to, students and their
1858 families, members of the local or regional board of education, volunteers
1859 at a school and school employees.

1860 (16) "Challenging behavior" means behavior that negatively impacts
1861 school climate or interferes, or is at risk of interfering, with the learning
1862 or safety of a student or the safety of a school employee.

1863 Sec. 48. (NEW) (*Effective July 1, 2023*) The Social and Emotional
1864 Learning and School Climate Advisory Collaborative, established
1865 pursuant to section 10-222q of the general statutes, as amended by this
1866 act, shall convene a subcommittee of said collaborative to (1) not later
1867 than February 1, 2024, develop Connecticut school climate standards
1868 based on nationally recognized school climate research and best
1869 practices, (2) create a uniform bullying complaint form to be included
1870 by the Department of Education on its Internet web site and by local and
1871 regional boards of education on each board's Internet web site and in
1872 each board's student handbooks, and (3) provide guidance to local and
1873 regional boards of education on the implementation of the Connecticut
1874 school climate policy.

1875 Sec. 49. (NEW) (*Effective July 1, 2023*) (a) For the school years
1876 commencing July 1, 2023, and July 1, 2024, each local and regional board
1877 of education may adopt and implement the Connecticut school climate
1878 policy in accordance with the provisions of sections 47 to 55, inclusive,
1879 of this act, in lieu of implementing the provisions of sections 10-222d,
1880 10-222g to 10-222i, inclusive, 10-222k and 10-222p of the general statutes.

1881 (b) For the school year commencing July 1, 2025, and each school year
1882 thereafter, each local and regional board of education shall adopt and
1883 implement the Connecticut school climate policy in accordance with the
1884 provisions of sections 47 to 55, inclusive, of this act.

1885 Sec. 50. (NEW) (*Effective July 1, 2023*) For the school year commencing
1886 July 1, 2025, and each school year thereafter, the superintendent of
1887 schools for each school district, or an administrator appointed by the

1888 superintendent, shall serve as the school climate coordinator for the
1889 school district. The school climate coordinator shall be responsible for
1890 (1) providing district-level leadership and support for the
1891 implementation of the school climate improvement plan for each school,
1892 developed pursuant to section 54 of this act, (2) collaborating with the
1893 school climate specialist, as described in section 51 of this act, for each
1894 school to (A) develop a continuum of strategies to prevent, identify and
1895 respond to challenging behavior, including, but not limited to, alleged
1896 bullying and harassment in the school environment, and (B)
1897 communicate such strategies to the school community, including, but
1898 not limited to, through publication the district student handbook, (3)
1899 collecting and maintaining data regarding school climate improvement,
1900 including, but not limited to, school discipline records, school climate
1901 assessments, attendance rates, social and emotional learning
1902 assessments, academic growth data, types of bullying complaints
1903 submitted by members of the school community, types of challenging
1904 behavior addressed using the restorative practices response policy,
1905 adopted pursuant to section 74 of this act, and data concerning the
1906 implementation of restorative practices, and (4) meeting with the school
1907 climate specialist for each school at least twice during the school year to
1908 (A) identify strategies to improve school climate, including, but not
1909 limited to, by responding to challenging behavior and implementing
1910 evidence and research-based interventions, such as restorative
1911 practices, (B) propose recommendations for revisions to the school
1912 climate improvement plan, and (C) assist with the completion of the
1913 school climate survey.

1914 Sec. 51. (NEW) (*Effective July 1, 2023*) For the school year commencing
1915 July 1, 2025, and each school year thereafter, the principal of each school,
1916 or a school employee who holds professional certification pursuant to
1917 section 10-145 of the general statutes, is trained in school climate
1918 improvement or restorative practices and is designated as the school
1919 climate specialist by the school principal, shall serve as the school
1920 climate specialist for the school. The school climate specialist shall be
1921 responsible for (1) leading in the prevention, identification and response

1922 to challenging behavior, including, but not limited to, reports of alleged
1923 bullying and harassment, (2) implementing evidence and research-
1924 based interventions, including, but not limited to, restorative practices,
1925 (3) scheduling meetings for and leading the school climate committee,
1926 as described in section 52 of this act, and (4) leading the implementation
1927 of the school climate improvement plan, developed pursuant to section
1928 54 of this act.

1929 Sec. 52. (NEW) (*Effective July 1, 2023*) (a) For the school year
1930 commencing July 1, 2025, and each school year thereafter, each school
1931 climate specialist, as described in section 51 of this act, shall appoint
1932 members to the school climate committee who are racially, culturally
1933 and linguistically diverse and representative of various roles in the
1934 school community. The school climate committee shall consist of (1) the
1935 school climate specialist, (2) a teacher selected by the exclusive
1936 bargaining representative for certified employees chosen pursuant to
1937 section 10-153b of the general statutes, (3) a demographically
1938 representative group of students enrolled at the school, as
1939 developmentally appropriate, (4) families of students enrolled at the
1940 school, and (5) other members of the school community, as determined
1941 by the school climate specialist. Membership of the school climate
1942 committee shall be annually reviewed and approved by the school
1943 climate specialist, in coordination with the school climate coordinator,
1944 as described in section 50 of this act.

1945 (b) The school climate committee shall be responsible for (1) assisting
1946 in the development, annual scheduling and administration of the school
1947 climate survey, pursuant to section 53 of this act, and reviewing of the
1948 school climate survey data, (2) using the school climate survey data to
1949 identify strengths and challenges to improve school climate, and to
1950 create or propose revisions to the school climate improvement plan,
1951 developed pursuant to section 54 of this act, (3) assisting in the
1952 implementation of the school climate improvement plan and
1953 recommending any improvements or revisions to the plan, (4) advising
1954 on strategies to improve school climate and implementing evidence and
1955 research-based interventions, including, but not limited to, restorative

1956 practices, in the school community, (5) annually providing notice of the
1957 uniform bullying complaint form created pursuant to section 48 of this
1958 act, or similar complaint form used by the school, to the school
1959 community, and (6) engaging the school community, at community
1960 meetings held at least twice during the school year, in the
1961 implementation of the school climate improvement plan.

1962 Sec. 53. (NEW) (*Effective July 1, 2023*) For the school year commencing
1963 July 1, 2025, and biennially thereafter, the school climate committee, as
1964 described in section 52 of this act, for each school shall administer a
1965 school climate survey to students, school employees and families of
1966 students, provided the parent or guardian of each student shall receive
1967 prior written notice of the content and administration of such school
1968 climate survey and shall have a reasonable opportunity to opt such
1969 student out of such school climate survey.

1970 Sec. 54. (NEW) (*Effective July 1, 2023*) For the school year commencing
1971 July 1, 2025, and each school year thereafter, the school climate
1972 specialist, as described in section 51 of this act, for each school, in
1973 collaboration with the school climate coordinator, as described in
1974 section 50 of this act, shall develop, and update as necessary, a school
1975 climate improvement plan. Such plan shall be based on the results of the
1976 school climate survey, administered pursuant to section 53 of this act,
1977 any recommendations from the school climate committee, as described
1978 in section 52 of this act, the protocols and supports, described in section
1979 71 of this act and any other data the school climate specialist and school
1980 climate coordinator deemed relevant. Such plan shall be submitted to
1981 the school climate coordinator for review and approval on or before
1982 December thirty-first of each school year. Upon approval of such plan,
1983 a written or electronic copy of such plan shall be made available to
1984 members of the school community and such plan shall be used in the
1985 prevention of, identification of and response to challenging behavior.

1986 Sec. 55. (NEW) (*Effective July 1, 2023*) For the school year commencing
1987 July 1, 2024, and each school year thereafter, each local and regional
1988 board of education shall provide resources and training regarding social

1989 and emotional learning, school climate and culture and evidence and
1990 research-based interventions, including, but not limited to, restorative
1991 practices to school employees. Such resources and training may be made
1992 available at each school under the jurisdiction of such board and include
1993 technical assistance in the implementation of a school climate
1994 improvement plan. Any school employee may participate in any such
1995 training offered by the board under this section. The school climate
1996 coordinator, as described in section 50 of this act, shall select, and
1997 approve, the individuals or organizations that will provide such
1998 training.

1999 Sec. 56. Subsection (c) of section 10-10g of the general statutes is
2000 repealed and the following is substituted in lieu thereof (*Effective July 1,*
2001 *2025*):

2002 (c) For the school year commencing July 1, 2020, and each school year
2003 thereafter, the Department of Education shall disseminate the
2004 information published pursuant to subsection (b) of this section to each
2005 local and regional board of education. Each local and regional board of
2006 education shall require the provision of such information to any (1)
2007 student or parent or guardian of a student who expresses to a school
2008 employee, as defined in section [10-222d] 47 of this act, that such student
2009 or parent or guardian or a person residing with such student or parent
2010 or guardian does not feel safe at home due to domestic violence, and (2)
2011 parent or guardian of a student who authorizes the transfer of such
2012 student's education records to another school.

2013 Sec. 57. Subsection (c) of section 10-145a of the general statutes is
2014 repealed and the following is substituted in lieu thereof (*Effective July 1,*
2015 *2025*):

2016 (c) Any candidate in a program of teacher preparation leading to
2017 professional certification shall complete a school violence, bullying, as
2018 defined in section [10-222d] 47 of this act, and suicide prevention and
2019 conflict resolution component of such a program.

2020 Sec. 58. Subdivision (1) of subsection (e) of section 10-145o of the

2021 general statutes is repealed and the following is substituted in lieu
2022 thereof (*Effective July 1, 2025*):

2023 (e) (1) Beginning teachers shall satisfactorily complete instructional
2024 modules in the following areas: (A) Classroom management and
2025 climate, which shall include training regarding the prevention,
2026 identification and response to [school] bullying, as defined in section
2027 [10-222d] 47 of this act, and the prevention of and response to youth
2028 suicide; (B) lesson planning and unit design; (C) delivering instruction;
2029 (D) assessing student learning; and (E) professional practice. Beginning
2030 teachers shall complete two modules in their first year in the program
2031 and three modules in their second year in the program, except as
2032 otherwise provided by the Commissioner of Education, or as provided
2033 for in subsection (h) of this section.

2034 Sec. 59. Section 10-212e of the general statutes is repealed and the
2035 following is substituted in lieu thereof (*Effective July 1, 2025*):

2036 No claim for damages shall be made against a town, local or regional
2037 board of education or school employee, as defined in section [10-222d]
2038 47 of this act, for any injury or damage resulting from the provision of
2039 food or dietary supplements by a parent or guardian, or a person
2040 designated by such parent or guardian, on school grounds to a student
2041 with glycogen storage disease under an individualized health care and
2042 glycogen storage disease action plan, pursuant to section 10-212c.

2043 Sec. 60. Subsection (a) of section 10-220a of the general statutes is
2044 repealed and the following is substituted in lieu thereof (*Effective July 1,*
2045 *2025*):

2046 (a) Each local or regional board of education shall provide an in-
2047 service training program for its teachers, administrators and pupil
2048 personnel who hold the initial educator, provisional educator or
2049 professional educator certificate. Such program shall provide such
2050 teachers, administrators and pupil personnel with information on (1)
2051 the nature and the relationship of alcohol and drugs, as defined in
2052 subdivision (17) of section 21a-240, to health and personality

2053 development, and procedures for discouraging their abuse, (2) health
2054 and mental health risk reduction education that includes, but need not
2055 be limited to, the prevention of risk-taking behavior by children and the
2056 relationship of such behavior to substance abuse, pregnancy, sexually
2057 transmitted diseases, including HIV-infection and AIDS, as defined in
2058 section 19a-581, violence, teen dating violence, domestic violence and
2059 child abuse, (3) school violence prevention, conflict resolution, the
2060 prevention of and response to youth suicide and the identification and
2061 prevention of and response to bullying, as defined in [subsection (a) of
2062 section 10-222d] section 47 of this act, except that those boards of
2063 education that implement any evidence-based model approach that is
2064 approved by the Department of Education and is consistent with
2065 subsection (c) of section 10-145a, as amended by this act, [sections 10-
2066 222d, 10-222g and 10-222h,] subsection (g) of section 10-233c and
2067 sections 1 and 3 of public act 08-160, shall not be required to provide in-
2068 service training on the identification and prevention of and response to
2069 bullying, (4) cardiopulmonary resuscitation and other emergency life
2070 saving procedures, (5) the requirements and obligations of a mandated
2071 reporter, (6) the detection and recognition of, and evidence-based
2072 structured literacy interventions for, students with dyslexia, as defined
2073 in section 10-3d, (7) culturally responsive pedagogy and practice,
2074 including, but not limited to, the video training module relating to
2075 implicit bias and anti-bias in the hiring process in accordance with the
2076 provisions of section 10-156hh, and (8) the principles and practices of
2077 social-emotional learning and restorative practices. Each local or
2078 regional board of education may allow any paraprofessional or
2079 noncertified employee to participate, on a voluntary basis, in any in-
2080 service training program provided pursuant to this section.

2081 Sec. 61. Section 10-222j of the general statutes is repealed and the
2082 following is substituted in lieu thereof (*Effective July 1, 2025*):

2083 The Department of Education shall provide, within available
2084 appropriations, annual training to school employees, as defined in
2085 section [10-222d] 47 of this act, except those school employees who hold
2086 professional certification pursuant to section 10-145b unless such school

2087 employee who holds professional certification is the [district safe school
2088 climate coordinator, the safe school climate specialist or a member of the
2089 safe school climate committee, as described in section 10-222k] school
2090 climate coordinator, as described in section 50 of this act, the school
2091 climate specialist, as described in section 51 of this act, or a member of
2092 the school climate committee, as described in section 52 of this act, on
2093 the prevention, identification and response to [school] bullying and teen
2094 dating violence, as defined in section [10-222d] 47 of this act, and the
2095 prevention of and response to youth suicide. Such training may include,
2096 but not be limited to, (1) developmentally appropriate strategies to
2097 prevent bullying and teen dating violence among students in school and
2098 outside of the school setting, (2) developmentally appropriate strategies
2099 for immediate and effective interventions to stop bullying and teen
2100 dating violence, (3) information regarding the interaction and
2101 relationship between students committing acts of bullying and teen
2102 dating violence, students against whom such acts of bullying and teen
2103 dating violence are directed and witnesses of such acts of bullying and
2104 teen dating violence, (4) research findings on bullying and teen dating
2105 violence, such as information about the types of students who have been
2106 shown to be at-risk for bullying and teen dating violence in the school
2107 setting, (5) information on the incidence and nature of cyberbullying, as
2108 defined in section [10-222d] 47 of this act, (6) Internet safety issues as
2109 they relate to cyberbullying, or (7) information on the incidence of youth
2110 suicide, methods of identifying youths at risk of suicide and
2111 developmentally appropriate strategies for effective interventions to
2112 prevent youth suicide. Such training may be presented in person by
2113 mentors, offered in state-wide workshops or through on-line courses.

2114 Sec. 62. Section 10-222l of the general statutes is repealed and the
2115 following is substituted in lieu thereof (*Effective July 1, 2025*):

2116 (a) No claim for damages shall be made against a school employee,
2117 as defined in section [10-222d] 47 of this act, who reports, investigates
2118 and responds to bullying or teen dating violence, as defined in section
2119 [10-222d] 47 of this act, in accordance with the provisions of the [safe
2120 school climate plan, described in section 10-222d] school climate

2121 improvement plan, as described in section 54 of this act, if such school
2122 employee was acting in good faith in the discharge of his or her duties
2123 or within the scope of his or her employment. The immunity provided
2124 in this subsection does not apply to acts or omissions constituting gross,
2125 reckless, wilful or wanton misconduct.

2126 (b) No claim for damages shall be made against a student, parent or
2127 guardian of a student or any other individual who reports an act of
2128 bullying or teen dating violence to a school employee, in accordance
2129 with the provisions of the [safe school climate plan described in section
2130 10-222d] school climate improvement plan, if such individual was
2131 acting in good faith. The immunity provided in this subsection does not
2132 apply to acts or omissions constituting gross, reckless, wilful or wanton
2133 misconduct.

2134 (c) No claim for damages shall be made against a local or regional
2135 board of education that implements the [safe school climate plan,
2136 described in section 10-222d,] school climate improvement plan and
2137 reports, investigates and responds to bullying or teen dating violence,
2138 as defined in section [10-222d] 47 of this act, if such local or regional
2139 board of education was acting in good faith in the discharge of its duties.
2140 The immunity provided in this subsection does not apply to acts or
2141 omissions constituting gross, reckless, wilful or wanton misconduct.

2142 Sec. 63. Subsection (b) of section 10-222m of the general statutes is
2143 repealed and the following is substituted in lieu thereof (*Effective July 1,*
2144 *2025*):

2145 (b) For the school year commencing July 1, 2014, and each school year
2146 thereafter, each local and regional board of education shall establish a
2147 school security and safety committee at each school under the
2148 jurisdiction of such board. The school security and safety committee
2149 shall be responsible for assisting in the development of the school
2150 security and safety plan for the school and administering such plan.
2151 Such school security and safety committee shall consist of a local police
2152 officer, a local first responder, a teacher and an administrator employed

2153 at the school, a mental health professional, as defined in section 10-76t,
2154 a parent or guardian of a student enrolled in the school and any other
2155 person the board of education deems necessary. Any parent or guardian
2156 serving as a member of a school security and safety committee shall not
2157 have access to [any] information reported to such committee [, pursuant
2158 to subparagraph (c) of subdivision (2) of subsection (c) of section 10-
2159 222k] that would result in a violation of the Family Educational Rights
2160 and Privacy Act of 1974, 20 USC 1232g, as amended from time to time.

2161 Sec. 64. Subsection (a) of section 10-222n of the general statutes is
2162 repealed and the following is substituted in lieu thereof (*Effective July 1,*
2163 *2025*):

2164 (a) Not later than January 1, 2014, the Department of Emergency
2165 Services and Public Protection, in consultation with the Department of
2166 Education, shall develop school security and safety plan standards. Not
2167 later than January 1, 2020, and every three years thereafter, the
2168 Department of Emergency Services and Public Protection, in
2169 consultation with the Department of Education, shall reevaluate and
2170 update the school security and safety plan standards. The school
2171 security and safety plan standards shall be an all-hazards approach to
2172 emergencies at public schools and shall include, but not be limited to,
2173 (1) involvement of local officials, including the chief executive officer of
2174 the municipality, the superintendent of schools, law enforcement, fire,
2175 public health, emergency management and emergency medical
2176 services, in the development of school security and safety plans, (2) a
2177 command center organization structure based on the federal National
2178 Incident Management System and a description of the responsibilities
2179 of such command center organization, (3) a requirement that a school
2180 security and safety committee be established at each school, in
2181 accordance with the provisions of section 10-222m, as amended by this
2182 act, (4) crisis management procedures, (5) a requirement that local law
2183 enforcement and other local public safety officials evaluate, score and
2184 provide feedback on fire drills and crisis response drills, conducted
2185 pursuant to section 10-231, (6) a requirement that local and regional
2186 boards of education annually submit reports to the Department of

2187 Emergency Services and Public Protection regarding such fire drills and
2188 crisis response drills, (7) procedures for managing various types of
2189 emergencies, (8) a requirement that each local and regional board of
2190 education conduct a security and vulnerability assessment for each
2191 school under the jurisdiction of such board every two years and develop
2192 a school security and safety plan for each such school, in accordance
2193 with the provisions of section 10-222m, as amended by this act, based
2194 on the results of such assessment, (9) a requirement that the [safe school
2195 climate committee for each school, established pursuant to section 10-
2196 222k] school climate committee, as described in section 52 of this act,
2197 collect and evaluate information relating to instances of disturbing or
2198 threatening behavior that may not meet the definition of bullying, as
2199 defined in section [10-222d] 47 of this act, and report such information,
2200 as necessary, to the [district safe school climate coordinator, described
2201 in section 10-222k] school climate coordinator, as described in section 50
2202 of this act, and the school security and safety committee for the school,
2203 established pursuant to section 10-222m, as amended by this act, and
2204 (10) a requirement that the school security and safety plan for each
2205 school provide an orientation on such school security and safety plan to
2206 each school employee, as defined in section [10-222d] 47 of this act, at
2207 such school and provide violence prevention training in a manner
2208 prescribed in such school security and safety plan. The Department of
2209 Emergency Services and Public Protection shall make such standards
2210 available to local officials, including local and regional boards of
2211 education, and the Department of Education shall distribute such
2212 standards to all public schools within the state.

2213 Sec. 65. Subsection (a) of section 10-222q of the general statutes is
2214 repealed and the following is substituted in lieu thereof (*Effective July 1,*
2215 *2025*):

2216 (a) There is established a social and emotional learning and school
2217 climate advisory collaborative. The collaborative shall (1) collect
2218 information concerning the school climate improvement efforts of local
2219 and regional boards of education, (2) document any needs articulated
2220 by local and regional boards of education for technical assistance and

2221 training relating to fostering positive school climates, (3) identify best
2222 practices for promoting positive school climates, (4) direct resources to
2223 support state-wide and local initiatives on issues relating to fostering
2224 and improving positive school climates and improving access to social
2225 and emotional learning in schools, (5) develop an assessment for
2226 screening students in grades three to twelve, inclusive, to determine
2227 whether such students are at risk for suicide, (6) develop a biennial state-
2228 wide school climate survey, as described in subsection (c) of section 2 of
2229 public act 19-166, (7) [develop a model positive school climate policy, as
2230 described in subsection (a) of section 2 of public act 19-166] adopt a
2231 Connecticut school climate policy, as defined in section 47 of this act, (8)
2232 develop a plain language explanation of the rights and remedies
2233 available under sections 10-4a and 10-4b for distribution to parents and
2234 guardians, [pursuant to subdivision (2) of subsection (c) of section 10-
2235 222d,] and provide such explanation to each local and regional board of
2236 education not later than January 1, 2021, and (9) perform other functions
2237 concerning social and emotional learning and fostering positive school
2238 climates.

2239 Sec. 66. Section 10-222w of the general statutes is repealed and the
2240 following is substituted in lieu thereof (*Effective July 1, 2025*):

2241 Not later than January 1, 2022, the Social Emotional Learning and
2242 School Climate Advisory Collaborative, established pursuant to section
2243 10-222q, as amended by this act, shall convene a working group to (1)
2244 review sections 10-222d to 10-222p, inclusive, of the general statutes,
2245 revision of 1958, revised to January 1, 2021, relating to bullying and safe
2246 school climate plans, (2) make recommendations concerning (A)
2247 amendments to said sections 10-222d to 10-222p, inclusive, of the
2248 general statutes, revision of 1958, revised to January 1, 2021, and (B) the
2249 inclusion of restorative practices in safe school climate plans, [and (C)
2250 state-wide adoption of the National School Climate Standards,] and (3)
2251 provide technical assistance and support to local and regional boards of
2252 education in adopting and implementing the Connecticut Model School
2253 Climate Policy, policy number 5131.914. The Social Emotional Learning
2254 and School Climate Advisory Collaborative may consult with or include

2255 representatives from the national Collaborative for Academic, Social,
2256 and Emotional Learning as members of the working group in
2257 implementing the provisions of this section.

2258 Sec. 67. Subsection (o) of section 10-236b of the general statutes is
2259 repealed and the following is substituted in lieu thereof (*Effective July 1,*
2260 *2025*):

2261 (o) (1) Each local or regional board of education shall provide training
2262 regarding the physical restraint and seclusion of students to the
2263 members of the crisis intervention team for each school in the district,
2264 identified pursuant to subdivision (2) of this subsection. A local or
2265 regional board of education may provide such training to any teacher,
2266 as defined in section 10-144d, administrator, as defined in section 10-
2267 144e, school paraprofessional or other school employee, as defined in
2268 section [10-222d] 47 of this act, designated by the school principal and
2269 who has direct contact with students. Such training shall be provided
2270 during the school year commencing July 1, 2017, and each school year
2271 thereafter, and shall include, but not be limited to:

2272 (A) An overview of the relevant laws and regulations regarding the
2273 use of physical restraint and seclusion on students and the proper uses
2274 of physical restraint and seclusion. For the school year commencing July
2275 1, 2017, and annually thereafter, such overview shall be provided by the
2276 Department of Education, in a manner and form as prescribed by the
2277 Commissioner of Education;

2278 (B) The creation of a plan by which each local and regional board of
2279 education shall provide training regarding the prevention of incidents
2280 requiring physical restraint or seclusion of students. Such plan shall be
2281 implemented not later than July 1, 2018. The Department of Education
2282 may, within available appropriations, provide ongoing monitoring and
2283 support to local or regional boards of education regarding the
2284 formulation and implementation of the plan; and

2285 (C) The creation of a plan by which each local or regional board of
2286 education shall provide training regarding the proper means of physical

2287 restraint or seclusion of a student, including, but not limited to, (i)
2288 various types of physical restraint and seclusion; (ii) the differences
2289 between life-threatening physical restraint and other varying levels of
2290 physical restraint; (iii) the differences between permissible physical
2291 restraint and pain compliance techniques; and (iv) monitoring methods
2292 to prevent harm to a student who is physically restrained or in seclusion.
2293 Such plan shall be implemented not later than July 1, 2018;

2294 (2) For the school year commencing July 1, 2017, and each school year
2295 thereafter, each local and regional board of education shall require each
2296 school in the district to identify a crisis intervention team consisting of
2297 any teacher, as defined in section 10-144d, administrator, as defined in
2298 section 10-144e, school paraprofessional or other school employee, as
2299 defined in section [10-222d] 47 of this act, designated by the school
2300 principal and who has direct contact with students. Such teams shall
2301 respond to any incident in which the use of physical restraint or
2302 seclusion may be necessary as an emergency intervention to prevent
2303 immediate or imminent injury to a student or to others. Each member of
2304 the crisis intervention team shall be recertified in the use of physical
2305 restraint and seclusion pursuant to subparagraph (C) of subdivision (1)
2306 of this subsection or chapter 814e on an annual basis. Each local and
2307 regional board of education shall maintain a list of the members of the
2308 crisis intervention team for each school.

2309 Sec. 68. Subdivision (33) of section 12-81 of the general statutes is
2310 repealed and the following is substituted in lieu thereof (*Effective July 1,*
2311 *2025*):

2312 (33) Musical instruments, radios, television sets, cellular mobile
2313 telephones, computers and mobile electronic devices, as defined in
2314 section [10-222d] 47 of this act, used by and belonging to any family;

2315 Sec. 69. Subsection (c) of section 17a-52a of the general statutes is
2316 repealed and the following is substituted in lieu thereof (*Effective July 1,*
2317 *2025*):

2318 (c) The director of health for each local health department and district

2319 department of health shall determine the eligibility criteria for
2320 participation in the youth suicide prevention training program.
2321 Participants shall be members of the following groups within such
2322 district: (1) Employees of such local health department and district
2323 department of health, (2) employees of youth service bureaus
2324 established pursuant to section 10-19m, (3) school employees, as defined
2325 in section [10-222d] 47 of this act, (4) employees and volunteers of youth-
2326 serving organizations, (5) employees and volunteers of operators of
2327 youth athletic activities, as defined in section 21a-432, (6) employees of
2328 municipal social service agencies, (7) members of paid municipal or
2329 volunteer fire departments, and (8) members of local police
2330 departments. With respect to school employees, such training program
2331 may be included as part of an in-service training program provided
2332 pursuant to section 10-220a, as amended by this act.

2333 Sec. 70. Subdivision (1) of subsection (c) of section 17a-453h of the
2334 general statutes is repealed and the following is substituted in lieu
2335 thereof (*Effective July 1, 2025*):

2336 (c) (1) For the school year commencing July 1, [2014] 2025, the
2337 Commissioner of Mental Health and Addiction Services shall provide
2338 mental health first aid training to any person appointed to serve as the
2339 [district safe school climate coordinator, pursuant to section 10-222k]
2340 school climate coordinator, as described in section 50 of this act. Each
2341 such [district safe] school climate coordinator shall successfully
2342 complete such mental health first aid training.

2343 Sec. 71. (NEW) (*Effective July 1, 2023*) A school climate improvement
2344 plan developed pursuant to section 54 of this act shall align with the
2345 Connecticut school climate standards, developed pursuant to section 48
2346 of this act, and include protocols and supports to enhance classroom
2347 safety and address challenging behavior. At a minimum, such protocols
2348 and supports shall specify:

2349 (1) The contact information of an administrator designated by the
2350 school climate specialist, as described in section 51 of this act, to be

2351 notified by school employees of any incidents of challenging behavior
2352 that results in student discipline or removal from the classroom, and the
2353 contact information of any other administrator or school employee to be
2354 notified of such incidents in the absence of the designated administrator;

2355 (2) The process by which the designated administrator will assess the
2356 facts, severity and intentionality of an incident of challenging behavior;

2357 (3) Each designated location to which a student may be sent pursuant
2358 to section 10-233b of the general statutes when a student is temporarily
2359 removed from a classroom and the supports such student may receive
2360 at such location, including, but not limited to, intervention from a school
2361 employee trained to provide such intervention, therapeutic resources,
2362 available mental health supports, instructional materials and
2363 technology or other resources to address the temporary needs of such
2364 student;

2365 (4) Ways to address challenging behavior, enhance resiliency,
2366 increase the use of de-escalation strategies and improve social and
2367 emotional skills, which may include, but is not limited to, the use of
2368 training, therapeutic mental health supports, restorative practices or
2369 trauma-informed instructional strategies;

2370 (5) The safeguards established to ensure that any supports, services
2371 or interventions provided under this section to any student who
2372 receives special education or accommodation for a disability comply
2373 with the provisions of sections 10-76d and 10-236b of the general
2374 statutes, as amended by this act, the requirements of Section 504 of the
2375 Rehabilitation Act of 1973, as amended from time to time, the
2376 Individuals with Disabilities Education Act, 20 USC 1400 et seq., as
2377 amended from time to time, and such student's individualized
2378 education program or plan pursuant to Section 504 of the Rehabilitation
2379 Act of 1973;

2380 (6) Tiered responses, based on level of impact or frequency of
2381 occurrence, to incidents of challenging behavior that (A) require
2382 temporarily clearing a classroom or removing a majority of students to

2383 reduce likelihood of injury, (B) indicate credible intention to cause
2384 bodily harm to self or others, or (C) result in an injury that requires
2385 medical attention beyond basic first aid, or less severe injuries caused
2386 by the same person on more than one occasion, verified by the school
2387 nurse or other medical professional. Such tiered responses shall include,
2388 but need not be limited to, the following:

2389 (i) For a single such incident, the school principal shall notify the
2390 parents or guardians of each student involved in such incident in a
2391 manner that complies with the requirements of the Family Educational
2392 Rights and Privacy Act, 20 USC 1232g, as amended from time to time;

2393 (ii) For a subsequent such incident, the school principal shall invite
2394 the parents or guardians of each student involved in such incident to a
2395 meeting, either in person at the school or virtually, to discuss the specific
2396 supports or interventions that are applicable to such student, including,
2397 but not limited to, restorative practices;

2398 (iii) For multiple subsequent such incidents or a single such incident
2399 that causes severe harm, the school principal shall provide notice to the
2400 parents or guardians of each student involved in such incident of other
2401 resources for supports and interventions, including, but not limited to,
2402 the 2-1-1 Infoline program, services or programs available through the
2403 Behavioral Health Partnership, established pursuant to section 17a-22h
2404 of the general statutes or other resources for professional services,
2405 support or crisis intervention.

2406 (7) A requirement for the superintendent of schools to submit, at least
2407 annually, to the local or regional board of education a report concerning
2408 the number of incidents, as described in subdivision (6) of this section,
2409 that occurred during the prior year, the grade level of each student
2410 involved in such incidents and the supports, services or interventions
2411 provided in response to such incidents to address the needs of students
2412 and school employees. Such report shall be produced in a manner that
2413 does not result in the disclosure of data identifiable to individual
2414 students in accordance with the Family Educational Rights and Privacy

2415 Act, 20 USC 1232g, as amended from time to time, and the Department
2416 of Education's data suppression guidelines;

2417 (8) A prohibition on the discrimination or retaliation against any
2418 person who reports or assists in the investigation of an incident of
2419 challenging behavior, as described in subdivision (6) of this section;

2420 (9) For incidents of challenging behavior, as described in subdivision
2421 (6) of this section, (A) a requirement for a meeting between an
2422 administrator and the school employee who witness such incident, not
2423 later than two days after the date such incident occurred, to determine
2424 the supports and interventions required to address the needs of students
2425 and school employees, provided the supports and interventions for any
2426 student who receives special education shall be determined by the
2427 planning and placement team for such student and notice of such
2428 incident shall be submitted to the planning and placement team not later
2429 than two days after the date such incident occurred, and (B) a process
2430 by which a teacher may request a behavior intervention meeting
2431 pursuant to section 10-236c of the general statutes.

2432 Sec. 72. Section 10-233m of the general statutes is repealed and the
2433 following is substituted in lieu thereof (*Effective July 1, 2023*):

2434 Each local or regional board of education that assigns a school
2435 resource officer to any school under the jurisdiction of such board shall
2436 enter into a memorandum of understanding with a local law
2437 enforcement agency regarding the role and responsibility of such school
2438 resource officer. Such memorandum of understanding shall (1) be
2439 maintained in a central location in the school district and posted on the
2440 Internet web site of the school district and each school in which such
2441 school resource officer is assigned, (2) include provisions addressing
2442 daily interactions between students and school personnel with school
2443 resource officers, and [shall] (3) include a graduated response model for
2444 student discipline. Any such memorandum of understanding entered
2445 into, extended, updated or amended (A) on or after July 1, 2021, shall
2446 include a provision that requires all school resource officers to complete,

2447 while in the performance of their duties as school resource officers and
2448 during periods when such school resource officers are assigned to be at
2449 the school, any separate training specifically related to social-emotional
2450 learning and restorative practices provided to certified employees of the
2451 school pursuant to sections 10-148a and 10-220a, as amended by this act,
2452 and (B) on or after July 1, 2023, shall include provisions specifying a
2453 school resource officer's duties concerning, and procedures for, the
2454 restraint of students, use of firearms, school-based arrests and reporting
2455 of any investigations and behavioral interventions pursuant to the
2456 provisions of section 73 of this act. For the purposes of this section,
2457 "school resource officer" means a sworn police officer of a local law
2458 enforcement agency who has been assigned to a school pursuant to an
2459 agreement between the local or regional board of education and the
2460 chief of police of a local law enforcement agency.

2461 Sec. 73. (NEW) (*Effective July 1, 2023*) Each school resource officer, as
2462 defined in section 10-233m of the general statutes, as amended by this
2463 act, shall submit to the chief of police of such school resource officer's
2464 local law enforcement agency a report for each investigation or
2465 behavioral intervention conducted by such school resource officer not
2466 later than five school days after conducting such investigation or
2467 behavioral intervention. The chief of police shall submit such report to
2468 the superintendent of schools for the school district in which such
2469 investigation or behavioral intervention occurred in accordance with
2470 the provisions of the memorandum of understanding entered into
2471 pursuant to section 10-233m of the general statutes, as amended by this
2472 act, but shall be not less frequently than monthly. Such superintendent
2473 shall submit such report to the local or regional board of education of
2474 the school district. Such report shall include, but need not be limited to,
2475 (1) the date, time and location of such investigation or behavioral
2476 intervention, (2) the name and badge number of such school resource
2477 officer, (3) the race, ethnicity, gender, age and disability status for each
2478 student involved in such investigation or behavioral intervention, (4)
2479 the reason for and nature of such investigation or behavioral
2480 intervention, (5) the disposition of such investigation or behavioral

2481 intervention, and (6) whether any student involved in such
2482 investigation or behavioral intervention was (A) searched, (B) apprised
2483 of such student's constitutional rights, (C) issued a citation or a
2484 summons, (D) arrested, or (E) detained, including the amount of time
2485 such student was detained. For purposes of this section, "investigation
2486 or behavioral intervention" means a circumstance in which a school
2487 resource officer is conducting (i) a fact-finding inquiry concerning
2488 student behavior or school safety, including, but not limited to,
2489 emergency circumstances, or (ii) an intervention to resolve violent or
2490 nonviolent student behavior or conflicts.

2491 Sec. 74. (NEW) (*Effective July 1, 2023*) For the school year commencing
2492 July 1, 2025, and each school year thereafter, each local and regional
2493 board of education shall adopt a restorative practices response policy to
2494 be implemented by school employees for incidents of challenging
2495 behavior or student conflict that is nonviolent and does not constitute a
2496 crime. Such policy shall not include the involvement of a school resource
2497 office or other law enforcement official, unless such challenging
2498 behavior or conflict escalates to violence or constitutes a crime.

2499 Sec. 75. (*Effective July 1, 2023*) The Commissioner of Education shall
2500 establish a working group under the Connecticut School Discipline
2501 Collaborative to study current school discipline practices, including, but
2502 not limited to, discipline practices that lead to students becoming
2503 justice-involved. The members of such working group shall be
2504 appointed by the commissioner and be representative of students,
2505 educators, community members, experts in child welfare and
2506 development, mental health care providers and experts in restorative
2507 practices, as defined in section 47 of this act. Not later than July 1, 2024,
2508 such working group shall submit, in accordance with the provisions of
2509 section 11-4a of the general statutes, to the joint standing committee of
2510 the General Assembly having cognizance of matters relating to
2511 education a report concerning the results of such study and any
2512 recommendations for school discipline reform. For the purpose of this
2513 section, "justice-involved" means being involved with the juvenile
2514 justice system as a result of being accused of a delinquent or criminal

2515 act.

2516 Sec. 76. Section 10-220 of the general statutes is amended by adding
2517 subsection (g) as follows (*Effective January 1, 2024*):

2518 (NEW) (g) For the school year commencing July 1, 2024, and each
2519 school year thereafter, any local or regional board of education with a
2520 rate of in-school suspensions, out-of-school suspensions and expulsions
2521 that is deemed high or disproportionate by the Commissioner of
2522 Education based on the examination of data pursuant to section 10-233n,
2523 as amended by this act, shall (1) develop strategies to reduce the number
2524 of such suspensions and expulsions, and (2) submit such strategies to
2525 the Department of Education in the form and manner prescribed by the
2526 commissioner.

2527 Sec. 77. Subsection (b) of section 10-233n of the general statutes is
2528 repealed and the following is substituted in lieu thereof (*Effective January*
2529 *1, 2024*):

2530 (b) The Department of Education shall annually examine data
2531 relating to in-school suspensions, out-of-school suspensions, expulsions
2532 and school-based arrests that has been submitted as part of the strategic
2533 school profile report pursuant to section 10-220, as amended by this act,
2534 and shall disaggregate such data by school, race, ethnicity, gender, age,
2535 students with disabilities, English language learners, as defined in
2536 section 10-76kk, students who are eligible for free or reduced priced
2537 lunch pursuant to federal law and regulations, and type of offense for
2538 which the school-based arrests were made and the number of arrests
2539 made annually at each school within the school district. The department
2540 shall annually submit [a report] to the State Board of Education, and
2541 post on its Internet web site, a report regarding the examination and
2542 disaggregation of such data, [and make the report available on the
2543 department's Internet web site] any strategies developed pursuant to
2544 subsection (g) of section 10-220, as amended by this act, and the results
2545 of such strategies.

2546 Sec. 78. (NEW) (*Effective January 1, 2024*) On and after July 1, 2024, the

2547 Department of Education shall, within available appropriations,
2548 provide support, on-site monitoring and oversight of schools that are
2549 implementing strategies developed pursuant to subsection (g) of section
2550 10-220 of the general statutes, as amended by this act.

2551 Sec. 79. (NEW) (*Effective July 1, 2023*) Not later than January 1, 2024,
2552 the Department of Education shall provide to each local and regional
2553 board of education a list of recommended assessments for determining
2554 the suicide risk of students who exhibit mental health distress, have
2555 been identified as at risk of suicide or are considered to be at an
2556 increased risk of suicide based on the risk factors identified pursuant to
2557 subsection (f) of section 10-221 of the general statutes, as amended by
2558 this act. Such list may include, but need not be limited to, the Columbia-
2559 Suicide Severity Rating Scale.

2560 Sec. 80. Subsection (f) of section 10-221 of the general statutes is
2561 repealed and the following is substituted in lieu thereof (*Effective July 1,*
2562 *2023*):

2563 (f) Each local and regional board of education shall adopt a written
2564 policy and procedures for dealing with youth suicide prevention and
2565 youth suicide attempts. Each such board of education may (1) establish
2566 a student assistance program to identify (A) risk factors for youth
2567 suicide, based on the state-wide strategic suicide prevention plan
2568 developed by the Connecticut Suicide Advisory Board, established
2569 pursuant to section 17a-52, and shall include, but need not be limited to,
2570 youth who are (i) bereaved by suicide, (ii) disabled or have chronic
2571 health conditions, such as mental health or substance use disorders, (iii)
2572 involved in the juvenile justice system, (iv) experiencing homelessness
2573 or placed in an out-of-home setting, such as foster care, or (v) lesbian,
2574 gay, bisexual, transgender or questioning, (B) procedures to intervene
2575 with such youths, (C) referral services, and (D) training for teachers and
2576 other school professionals and students who provide assistance in the
2577 program, and (2) use an assessment, from a list of such assessments
2578 recommended by the Department of Education pursuant to section 79
2579 of this act, to determine the suicide risk of students who exhibit mental

2580 health distress, have been identified as at risk of suicide or are
2581 considered to be at an increased risk of suicide based on the risk factors
2582 identified pursuant to subdivision (1) of this subsection. Students who
2583 are assessed based on such risk factors shall receive heightened
2584 consideration during such assessment.

2585 Sec. 81. (*Effective from passage*) Not later than January 1, 2025, the
2586 Department of Education shall submit to the Juvenile Justice Policy and
2587 Oversight Committee, established pursuant to section 46b-121n of the
2588 general statutes, a report assessing the educational experiences and
2589 outcomes of students who are expelled and placed in alternative
2590 educational opportunities, offered pursuant to subsection (d) of section
2591 10-233d of the general statutes, and how such alternative educational
2592 opportunities compare to the standards adopted by the State Board of
2593 Education pursuant to section 10-233o of the general statutes. Such
2594 report shall include, but need not be limited to, (1) the total number of
2595 students who were expelled and placed in alternative educational
2596 opportunities during the prior school year, (2) the types of alternative
2597 educational opportunities in which such students were placed, and (3)
2598 any engagement and outcome measure for such students.

2599 Sec. 82. (NEW) (*Effective from passage*) (a) The Department of
2600 Education's Connecticut School Discipline Collaborative shall advise
2601 the Commissioner of Education and the State Board of Education on
2602 strategies to reduce the overall and disproportionate use of out-of-
2603 school suspensions and expulsions.

2604 (b) On and after October 1, 2023, the duties of the Connecticut School
2605 Discipline Collaborative shall include, but need not be limited to, (1)
2606 developing guidance to reduce the number of out-of-school suspensions
2607 and expulsions of students in grades preschool to two, inclusive, (2)
2608 providing evidence-based and developmentally appropriate definitions
2609 and examples of conduct that is of a violent or sexual nature in the
2610 context that such conduct may allow an out-of-school suspension of a
2611 student in grades preschool to two, inclusive, pursuant to subsection (g)
2612 of section 10-233c of the general statutes, and (3) recommending

2613 developmentally appropriate interventions for a student in grades
2614 preschool to two, inclusive, as an alternative to out-of-school
2615 suspension.

2616 Sec. 83. Section 4 of public act 22-80, as amended by section 7 of public
2617 act 22-116, is repealed and the following is substituted in lieu thereof
2618 (*Effective from passage*):

2619 (a) For the fiscal years ending June 30, 2023, to June 30, 2025,
2620 inclusive, the Department of Education shall administer a grant
2621 program to provide grants to local and regional boards of education for
2622 the purpose of hiring and retaining additional school social workers,
2623 school psychologists, school counselors, school nurses and licensed
2624 marriage and family therapists.

2625 (b) Applications for grants pursuant to subsection (a) of this section
2626 shall be filed with the Commissioner of Education at such time and in
2627 such manner as the commissioner prescribes. As part of the application,
2628 an applicant shall submit a (1) plan for the expenditure of grant funds,
2629 and (2) copy of the completed survey described in section 3 of public act
2630 22-80. Such plan shall include, but need not be limited to, the number of
2631 additional school social workers, school psychologists, school
2632 counselors, school nurses or licensed marriage and family therapists to
2633 be hired, the number of school social workers, school psychologists,
2634 school counselors, school nurses or licensed marriage and family
2635 therapists being retained who were previously hired with the assistance
2636 of grant funds awarded under this section, whether such school social
2637 workers, school psychologists, school counselors, school nurses or
2638 licensed marriage and family therapists will be conducting assessments
2639 of students or providing services to students based on the results of
2640 assessments, and the type of services that will be provided by such
2641 school social workers, school psychologists, school counselors, school
2642 nurses and licensed marriage and family therapists.

2643 (c) In determining whether to award an applicant a grant under this
2644 section, the commissioner shall give priority to those school districts (1)

2645 with large student-to-school social worker ratios, student-to-school
2646 psychologist ratios, student-to-school counselor ratios, student-to-
2647 school nurse ratios or student-to-licensed marriage and family therapist
2648 ratios, or (2) that have a high volume of student utilization of mental
2649 health services.

2650 (d) For the fiscal year ending June 30, 2023, the commissioner may
2651 award a grant to an applicant and shall determine the amount of the
2652 grant award based on the plan submitted by such applicant pursuant to
2653 subsection (b) of this section. The commissioner shall pay a grant to each
2654 grant recipient in each of the fiscal years ending June 30, 2023, to June
2655 30, 2025, inclusive, as follows: (1) For the fiscal year ending June 30, 2023,
2656 the amount of the grant shall be as determined by the commissioner
2657 under this subsection; (2) for the fiscal year ending June 30, 2024, the
2658 amount of the grant shall be the same amount as the grant awarded for
2659 the prior fiscal year; and (3) for the fiscal year ending June 30, 2025, the
2660 amount of the grant shall be seventy per cent of the amount of the grant
2661 awarded for the prior fiscal year.

2662 (e) Grant recipients shall file annual expenditure reports with the
2663 department at such time and in such manner as the commissioner
2664 prescribes. Grant recipients shall refund to the department [(1) any
2665 unexpended amounts at the close of the fiscal year in which the grant
2666 was awarded, and (2)] any amounts not expended in accordance with
2667 the plan for which such grant application was approved.

2668 (f) The department shall annually track and calculate the utilization
2669 rate of the grant program for each grant recipient. Such utilization rate
2670 shall be calculated using metrics that include, but need not be limited
2671 to, the number of students served and the hours of service provided
2672 using grant funds awarded under the program.

2673 (g) For purposes of carrying out the provisions of this section, the
2674 Department of Education may accept funds from private sources or any
2675 state agency, gifts, grants and donations, including, but not limited to,
2676 in-kind donations.

2677 (h) (1) Not later than January 1, 2024, and each January first thereafter
2678 until and including January 1, 2026, the commissioner shall submit a
2679 report, in accordance with the provisions of section 11-4a of the general
2680 statutes, on the expenditure report and utilization rate, calculated
2681 pursuant to subsection (f) of this section, for each grant recipient to the
2682 joint standing committees of the General Assembly having cognizance
2683 of matters relating to education and children.

2684 (2) Not later than January 1, 2026, the Commissioner of Education
2685 shall develop recommendations concerning (A) whether such grant
2686 program should be extended and funded for the fiscal year ending June
2687 30, 2026, and each fiscal year thereafter, and (B) the amount of the grant
2688 award under the program. The commissioner shall submit such
2689 recommendations, in accordance with the provisions of section 11-4a of
2690 the general statutes, to the joint standing committees of the General
2691 Assembly having cognizance of matters relating to education and
2692 children.

2693 Sec. 84. Section 13 of public act 22-47, as amended by section 10 of
2694 public act 22-116, is repealed and the following is substituted in lieu
2695 thereof (*Effective from passage*):

2696 (a) For the fiscal years ending June 30, [2023] 2024, to June 30, [2025]
2697 2026, inclusive, the Department of Education shall administer a grant
2698 program to provide grants to local and regional boards of education for
2699 the purpose of hiring additional school mental health specialists. As
2700 used in this section, "school mental health specialist" has the same
2701 meaning as provided in section 12 of public act 22-47.

2702 (b) On and after January 1, 2023, a local or regional board of education
2703 may submit an application for a grant under this section, in such form
2704 and manner as the Commissioner of Education prescribes. As part of the
2705 application, the applicant shall submit (1) a plan for the expenditure of
2706 grant funds, and (2) (A) for an application submitted before July 1, 2023,
2707 the information described in subdivisions (1) to (5), inclusive, of
2708 subsection (b) of section 12 of public act 22-47, and (B) for an application

2709 submitted on or after July 1, 2023, a copy of the completed survey
2710 described in section 12 of public act 22-47. Such plan shall include, but
2711 need not be limited to, the number of additional school mental health
2712 specialists to be hired, if such grant funds will be used to retain any of
2713 the school mental health specialists hired with the assistance of grant
2714 funds awarded under this section, whether such school mental health
2715 specialists will be conducting assessments of students or providing
2716 services to students based on the results of assessments, the type of
2717 services that will be provided by such school mental health specialists,
2718 and a description of how such board will implement the provisions of
2719 subsection (f) of this section.

2720 (c) In determining whether to award an applicant a grant under this
2721 section, the Commissioner of Education shall give priority to those
2722 school districts (1) with large student-to- school mental health specialist
2723 ratios, or (2) that have a high volume of student utilization of mental
2724 health services.

2725 (d) For the fiscal year ending June 30, [2023] 2024, the Commissioner
2726 of Education may award a grant to an applicant and shall determine the
2727 amount of the grant award based on the plan submitted by such
2728 applicant pursuant to subsection (b) of this section. The commissioner
2729 shall pay a grant to each grant recipient in each of the fiscal years ending
2730 June 30, [2023] 2024, to June 30, [2025] 2026, inclusive, as follows: (1) For
2731 the fiscal year ending June 30, [2023] 2024, the amount of the grant shall
2732 be as determined by the commissioner under this subsection; (2) for the
2733 fiscal year ending June 30, [2024] 2025, the amount of the grant shall be
2734 the same amount as the grant awarded for the prior fiscal year; and (3)
2735 for the fiscal year ending June 30, [2025] 2026, the amount of the grant
2736 shall be seventy per cent of the amount of the grant awarded for the
2737 prior fiscal year.

2738 (e) Grant recipients shall file annual expenditure reports with the
2739 Department of Education at such time, and in such manner, as the
2740 commissioner prescribes. A grant recipient shall only expend grant
2741 funds received under this section in accordance with the plan submitted

2742 pursuant to subsection (b) of this section, and a grant recipient may not
2743 use such grant funds received under this section for the purpose of any
2744 operating expenses that existed prior to receipt of such grant. Grant
2745 recipients shall refund to the department [(1) any unexpended amounts
2746 at the close of the fiscal year in which the grant was awarded, and (2)]
2747 any amounts not expended in accordance with the plan for which such
2748 grant application was approved.

2749 (f) If a local or regional board of education receives a grant under this
2750 section for the hiring of a school counselor, such school counselor shall
2751 provide one-on-one consultations with each student in grades eleven
2752 and twelve on the completion of the Free Application for Federal
2753 Student Aid. If such board can provide evidence to the Commissioner
2754 of Education that the student completion rate of the Free Application for
2755 Federal Student Aid for the school district has increased by at least five
2756 per cent, such board shall receive an additional grant in the amount of
2757 ten per cent of the grant received under this section for the fiscal year in
2758 which such board provided such evidence.

2759 (g) (1) The Department of Education shall annually track and
2760 calculate the utilization rate of the grant program for each grant
2761 recipient. Such utilization rate shall be calculated using metrics that
2762 include, but need not be limited to, the number of students served and
2763 the hours of service provided using grant funds awarded under the
2764 program.

2765 (2) The department shall annually calculate the return on investment
2766 for the grant program using the expenditure reports filed pursuant to
2767 subsection (e) of this section and the utilization rates calculated
2768 pursuant to subdivision (1) of this subsection.

2769 (h) For purposes of carrying out the provisions of this section, the
2770 Department of Education may accept funds from private sources or any
2771 state agency, gifts, grants and donations, including, but not limited to,
2772 in-kind donations.

2773 (i) (1) Not later than January 1, [2024] 2025, and each January first

2774 thereafter, until and including January 1, [2026] 2027, the Commissioner
2775 of Education shall submit a report, in accordance with the provisions of
2776 section 11-4a of the general statutes, on the utilization rate for each grant
2777 recipient and the return on investment for the grant program, calculated
2778 pursuant to subsection (g) of this section, to the joint standing
2779 committees of the General Assembly having cognizance of matters
2780 relating to education and children.

2781 (2) Not later than January 1, [2026] 2027, the commissioner shall
2782 develop recommendations concerning (A) whether such grant program
2783 should be extended and funded for the fiscal year ending June 30, [2026]
2784 2027, and each fiscal year thereafter, and (B) the amount of the grant
2785 award under the program. The commissioner shall submit such
2786 recommendations, in accordance with the provisions of section 11-4a of
2787 the general statutes, to the joint standing committees of the General
2788 Assembly having cognizance of matters relating to education and
2789 children.

2790 Sec. 85. Section 14 of public act 22-47 is repealed and the following is
2791 substituted in lieu thereof (*Effective from passage*):

2792 (a) For the fiscal years ending June 30, [2023] 2024, to June 30, [2025]
2793 2026, inclusive, the Department of Education shall administer a grant
2794 program to provide grants to local and regional boards of education and
2795 operators of youth camps and other summer programs for the delivery
2796 of mental health services to students.

2797 (b) On and after January 1, 2023, applications for grants pursuant to
2798 subsection (a) of this section shall be filed with the Commissioner of
2799 Education at such time, and in such manner, as the commissioner
2800 prescribes. As part of the application, the applicant shall submit (1) a
2801 plan for the expenditure of grant funds, and (2) (A) for an application
2802 submitted by a local or regional board of education before July 1, 2023,
2803 the information described in subdivisions (1) to (5), inclusive, of
2804 subsection (b) of section 12 of [this act] public act 22-47, and (B) for an
2805 application submitted by a local or regional board of education on or

2806 after July 1, 2023, a copy of the completed survey described in section 12
2807 of [this act] public act 22-47.

2808 (c) For the fiscal year ending June 30, [2023] 2024, the Commissioner
2809 of Education may award a grant to an applicant and shall determine the
2810 amount of the grant award based on the plan submitted by such
2811 applicant pursuant to subsection (b) of this section. The commissioner
2812 shall pay a grant to each grant recipient in each of the fiscal years ending
2813 June 30, [2023] 2024, to June 30, [2025] 2026, inclusive, as follows: (1) For
2814 the fiscal year ending June 30, [2023] 2024, the amount of the grant shall
2815 be as determined by the commissioner under this subsection; (2) for the
2816 fiscal year ending June 30, [2024] 2025, the amount of the grant shall be
2817 the same amount as the grant awarded for the prior fiscal year; and (3)
2818 for the fiscal year ending June 30, [2025] 2026, the amount of the grant
2819 shall be seventy per cent of the amount of the grant awarded for the
2820 prior fiscal year.

2821 (d) Grant recipients shall file expenditure reports with the
2822 Commissioner of Education at such time and in such manner as the
2823 commissioner prescribes. A grant recipient shall only expend grant
2824 funds received under this section in accordance with the plan submitted
2825 pursuant to subsection (b) of this section, and a grant recipient may not
2826 use such grant funds received under this section for the purpose of any
2827 operating expenses that existed prior to receipt of such grant. Grant
2828 recipients shall refund to the Department of Education [(1) any
2829 unexpended amounts at the close of the fiscal year in which the grant
2830 was awarded, and (2)] any amounts not expended in accordance with
2831 the plan for which such grant application was approved.

2832 (e) Each grant recipient, in collaboration with the Department of
2833 Education, shall develop metrics to annually track and calculate the
2834 utilization rate of the grant program for such grant recipient in order to
2835 measure the success of the program. Such grant recipient shall annually
2836 submit such metrics and utilization rate to the department.

2837 (f) For the purposes of carrying out the provisions of this section, the

2838 Department of Education may accept funds from private sources or any
2839 other state agency, gifts, grants and donations, including, but not
2840 limited to, in-kind contributions.

2841 (g) (1) Not later than January 1, [2024] 2025, and each January first
2842 thereafter, until and including January 1, [2026] 2027, the Commissioner
2843 of Education shall submit a report, in accordance with the provisions of
2844 section 11-4a of the general statutes, on the utilization rate for each grant
2845 recipient calculated pursuant to subsection (e) of this section, to the joint
2846 standing committees of the General Assembly having cognizance of
2847 matters relating to education and children.

2848 (2) Not later than January 1, [2026] 2027, the commissioner shall
2849 develop recommendations concerning (A) whether such grant program
2850 should be extended and funded for the fiscal year ending June 30, [2026]
2851 2027, and each fiscal year thereafter, and (B) the amount of the grant
2852 award under the program. The commissioner shall submit such
2853 recommendations, in accordance with the provisions of section 11-4a of
2854 the general statutes, to the joint standing committees of the General
2855 Assembly having cognizance of matters relating to education and
2856 children.

2857 Sec. 86. Section 10-3c of the general statutes is repealed. (*Effective from*
2858 *passage*)

2859 Sec. 87. Sections 10-222d, 10-222g, 10-222h, 10-222i, 10-222k and 10-
2860 222p of the general statutes are repealed. (*Effective July 1, 2025*)"

This act shall take effect as follows and shall amend the following sections:		
Section 1	July 1, 2023	10-227
Sec. 2	July 1, 2023	New section
Sec. 3	July 1, 2023	New section
Sec. 4	July 1, 2023	10-262u(c) to (f)
Sec. 5	July 1, 2023	New section
Sec. 6	July 1, 2023	New section
Sec. 7	from passage	New section

Sec. 8	July 1, 2023	New section
Sec. 9	July 1, 2023	10-220(a)
Sec. 10	July 1, 2023	New section
Sec. 11	July 1, 2023	10-156ii
Sec. 12	July 1, 2023	10-156bb
Sec. 13	July 1, 2023	10-156ee
Sec. 14	July 1, 2023	10-156ff
Sec. 15	July 1, 2023	New section
Sec. 16	July 1, 2023	10-25b(a) and (b)
Sec. 17	July 1, 2023	10-221a(g)
Sec. 18	July 1, 2023	New section
Sec. 19	July 1, 2023	10-266aa(k)
Sec. 20	from passage	10-14hh
Sec. 21	from passage	10-14ii
Sec. 22	from passage	10-14gg(a)
Sec. 23	from passage	10-14u(a)
Sec. 24	from passage	New section
Sec. 25	July 1, 2023	New section
Sec. 26	July 1, 2023	New section
Sec. 27	July 1, 2023	10-215l
Sec. 28	July 1, 2023	New section
Sec. 29	July 1, 2023	New section
Sec. 30	July 1, 2023	10-220d
Sec. 31	July 1, 2023	New section
Sec. 32	July 1, 2023	New section
Sec. 33	from passage	New section
Sec. 34	July 1, 2023	10-212
Sec. 35	July 1, 2023	New section
Sec. 36	from passage	New section
Sec. 37	July 1, 2023	New section
Sec. 38	July 1, 2024	10-262u
Sec. 39	July 1, 2024	10-262f(2)
Sec. 40	July 1, 2024	12-18b(d)(3)
Sec. 41	July 1, 2023	10-156gg(c)(2)
Sec. 42	from passage	PA 22-118, Sec. 370
Sec. 43	July 1, 2023	New section
Sec. 44	July 1, 2023	10-220(d)
Sec. 45	July 1, 2023	New section
Sec. 46	July 1, 2023	New section
Sec. 47	July 1, 2023	New section

Sec. 48	July 1, 2023	New section
Sec. 49	July 1, 2023	New section
Sec. 50	July 1, 2023	New section
Sec. 51	July 1, 2023	New section
Sec. 52	July 1, 2023	New section
Sec. 53	July 1, 2023	New section
Sec. 54	July 1, 2023	New section
Sec. 55	July 1, 2023	New section
Sec. 56	July 1, 2025	10-10g(c)
Sec. 57	July 1, 2025	10-145a(c)
Sec. 58	July 1, 2025	10-145o(e)(1)
Sec. 59	July 1, 2025	10-212e
Sec. 60	July 1, 2025	10-220a(a)
Sec. 61	July 1, 2025	10-222j
Sec. 62	July 1, 2025	10-222l
Sec. 63	July 1, 2025	10-222m(b)
Sec. 64	July 1, 2025	10-222n(a)
Sec. 65	July 1, 2025	10-222q(a)
Sec. 66	July 1, 2025	10-222w
Sec. 67	July 1, 2025	10-236b(o)
Sec. 68	July 1, 2025	12-81(33)
Sec. 69	July 1, 2025	17a-52a(c)
Sec. 70	July 1, 2025	17a-453h(c)(1)
Sec. 71	July 1, 2023	New section
Sec. 72	July 1, 2023	10-233m
Sec. 73	July 1, 2023	New section
Sec. 74	July 1, 2023	New section
Sec. 75	July 1, 2023	New section
Sec. 76	January 1, 2024	10-220(g)
Sec. 77	January 1, 2024	10-233n(b)
Sec. 78	January 1, 2024	New section
Sec. 79	July 1, 2023	New section
Sec. 80	July 1, 2023	10-221(f)
Sec. 81	from passage	New section
Sec. 82	from passage	New section
Sec. 83	from passage	PA 22-80, Sec. 4
Sec. 84	from passage	PA 22-47, Sec. 13
Sec. 85	from passage	PA 22-47, Sec. 14
Sec. 86	from passage	Repealer section
Sec. 87	July 1, 2025	Repealer section

