AN ACT CONCERNING THE INCLUSION OF AFRICAN-AMERICAN STUDIES IN THE PUBLIC SCHOOL CURRICULUM.

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

Section 1. Section 10-16b of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2019):

(a) In the public schools the program of instruction offered shall include at least the following subject matter, as taught by legally qualified teachers, the arts; career education; consumer education; health and safety, including, but not limited to, human growth and development, nutrition, first aid, including cardiopulmonary resuscitation training in accordance with the provisions of section 10-16qq, disease prevention and cancer awareness, including, but not limited to, age and developmentally appropriate instruction in performing self-examinations for the purposes of screening for breast cancer and testicular cancer, community and consumer health, physical, mental and emotional health, including youth suicide prevention, substance abuse prevention, including instruction relating to opioid use and related disorders, safety, which shall include the safe use of social media, as defined in section 9-601, and may include the dangers of gang membership, and accident prevention; language arts, including reading, writing, grammar, speaking and spelling; mathematics; physical education; science, which may include the
climate change curriculum described in subsection (d) of this section; social studies, including, but not limited to, citizenship, economics, geography, government, history and Holocaust and genocide education and awareness in accordance with the provisions of section 10-18f; African-American studies in accordance with the provisions of section 2 of this act; computer programming instruction; and in addition, on at least the secondary level, one or more world languages and vocational education. For purposes of this subsection, world languages shall include American Sign Language, provided such subject matter is taught by a qualified instructor under the supervision of a teacher who holds a certificate issued by the State Board of Education. For purposes of this subsection, the "arts" means any form of visual or performing arts, which may include, but not be limited to, dance, music, art and theatre.

(b) If a local or regional board of education requires its pupils to take a course in a world language, the parent or guardian of a pupil identified as deaf or hard of hearing may request in writing that such pupil be exempted from such requirement and, if such a request is made, such pupil shall be exempt from such requirement.

(c) Each local and regional board of education shall on September 1, 1982, and annually thereafter at such time and in such manner as the Commissioner of Education shall request, attest to the State Board of Education that such local or regional board of education offers at least the program of instruction required pursuant to this section, and that such program of instruction is planned, ongoing and systematic.

(d) The State Board of Education shall make available curriculum materials and such other materials as may assist local and regional boards of education in developing instructional programs pursuant to this section. The State Board of Education, within available appropriations and utilizing available resource materials, shall assist and encourage local and regional boards of education to include: (1) Holocaust and genocide education and awareness; (2) the historical events surrounding the Great Famine in Ireland; (3) African-American
[history] studies; (4) Puerto Rican history; (5) Native American history;
(6) personal financial management, including, but not limited to,
financial literacy as developed in the plan provided under section 10-
16pp; (7) training in cardiopulmonary resuscitation and the use of
automatic external defibrillators; (8) labor history and law, including
organized labor, the collective bargaining process, existing legal
protections in the workplace, the history and economics of free market
capitalism and entrepreneurialism, and the role of labor and capitalism
in the development of the American and world economies; (9) climate
change consistent with the Next Generation Science Standards; (10)
topics approved by the state board upon the request of local or
regional boards of education as part of the program of instruction
offered pursuant to subsection (a) of this section; and (11) instruction
relating to the Safe Haven Act, sections 17a-57 to 17a-61, inclusive. The
Department of Energy and Environmental Protection shall be available
to each local and regional board of education for the development of
curriculum on climate change as described in this subsection.

Sec. 2. (NEW) (Effective July 1, 2019) (a) For the school year
commencing July 1, 2019, and each school year thereafter, each local
and regional board of education shall include African-American
studies as part of the curriculum for the school district, pursuant to
section 10-16b of the general statutes, as amended by this act. In
developing and implementing the African-American studies
curriculum, the board may utilize existing and appropriate public or
private materials, personnel and other resources, including the
curriculum materials made available by the State Board of Education
pursuant to subsection (d) of section 10-16b of the general statutes, as
amended by this act.

(b) A local or regional board of education may accept gifts, grants
and donations, including in-kind donations, designated for the
development and implementation of the African-American studies
curriculum under this section.

Sec. 3. Subsection (c) of section 10-221a of the general statutes is
repealed and the following is substituted in lieu thereof (Effective July 1, 2019):

(c) Commencing with classes graduating in 2023, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty-five credits, including not fewer than: (1) Nine credits in the humanities, including civics and the arts; (2) nine credits in science, technology, engineering and mathematics; (3) one credit in physical education and wellness; (4) one credit in health and safety education, as described in section 10-16b, as amended by this act; (5) one credit in world languages, subject to the provisions of subsection (g) of this section; and (6) a one credit mastery-based diploma assessment. At least one credit, which may count towards any of the requirements described in subdivisions (1) to (6), inclusive, of this subsection shall be in African-American studies.

Sec. 4. Subsection (g) of section 10-221a of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2019):

(g) Only courses taken in grades nine to twelve, inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education pursuant to section 10-4, shall satisfy the graduation requirements set forth in this section, except that a local or regional board of education may grant a student credit (1) toward meeting the high school graduation requirements upon the successful demonstration of mastery of the subject matter content described in this section achieved through educational experiences and opportunities that provide flexible and multiple pathways to learning, including cross-curricular graduation requirements, career and technical education, virtual learning, work-based learning, service learning, dual enrollment and early college, courses taken in middle school, internships and student-designed independent studies, provided such demonstration of mastery is in accordance with such
state-wide subject matter content standards; (2) toward meeting a
specified course requirement upon the successful completion in grade
seven or eight of any course, the primary focus of which corresponds
directly to the subject matter of a specified course requirement in
grades nine to twelve, inclusive; (3) toward meeting the high school
graduation requirement upon the successful completion of a world
language course (A) in grade six, seven or eight, (B) through on-line
coursework, or (C) offered privately through a nonprofit provider,
provided such student achieves a passing grade on an examination
prescribed, within available appropriations, by the Commissioner of
Education and such credits do not exceed four; (4) toward meeting the
high school graduation requirement upon achievement of a passing
grade on a subject area proficiency examination identified and
approved, within available appropriations, by the Commissioner of
Education, regardless of the number of hours the student spent in a
public school classroom learning such subject matter; (5) toward
meeting the high school graduation requirement upon the successful
completion of coursework during the school year or summer months
at an institution accredited by the Board of Regents for Higher
Education or Office of Higher Education or regionally accredited. One
three-credit semester course, or its equivalent, at such an institution
shall equal one-half credit for purposes of this section; (6) toward
meeting the high school graduation requirement upon the successful
completion of on-line coursework, provided the local or regional board
of education has adopted a policy in accordance with this subdivision
for the granting of credit for on-line coursework. Such a policy shall
ensure, at a minimum, that (A) the workload required by the on-line
course is equivalent to that of a similar course taught in a traditional
classroom setting, (B) the content is rigorous and aligned with
curriculum guidelines approved by the State Board of Education,
where appropriate, (C) the course engages students and has interactive
components, which may include, but are not limited to, required
interactions between students and their teachers, participation in on-
line demonstrations, discussion boards or virtual labs, (D) the program
of instruction for such on-line coursework is planned, ongoing and
systematic, and (E) the courses are (i) taught by teachers who are
certified in the state or another state and have received training on
teaching in an on-line environment, or (ii) offered by institutions of
higher education that are accredited by the Board of Regents for
Higher Education or Office of Higher Education or regionally
accredited; [or] (7) toward meeting the high school graduation
requirement upon the successful completion of the academic
advancement program, pursuant to section 10-5c; or (8) toward
meeting the high school graduation requirement upon the successful
completion of the course in African-American studies developed
pursuant to section 5 of this act.

Sec. 5. (NEW) (Effective from passage) Not later than July 1, 2020, the
Department of Education shall develop the curriculum for a course in
African-American studies. Such course shall count as one credit for
purposes of the high school graduation requirements pursuant to
section 10-221a of the general statutes, as amended by this act. In
developing and implementing the curriculum for the course in
African-American studies, the department may utilize existing and
appropriate public or private materials, personnel and other resources,
including the curriculum materials made available pursuant to
subsection (d) of section 10-16b of the general statutes, as amended by
this act.

Sec. 6. (NEW) (Effective from passage) (a) Not later than July 1, 2020,
the State Board of Education shall develop and adopt a model
curriculum for grades kindergarten to eight, inclusive. Such model
curriculum shall be in accordance with the provisions of section 10-16b
of the general statutes, as amended by this act, and include African-
American studies within and among various subject matter areas. The
state board shall make such model curriculum available on the Internet
web site of the Department of Education.

(b) For the school year commencing July 1, 2020, and each school
year thereafter, the Department of Education shall provide, upon
request of a local or regional board of education, technical assistance
and training to assist in the implementation of the model curriculum for grades kindergarten to eight, inclusive.

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

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**ED** Joint Favorable Subst.

**APP** Joint Favorable