AN ACT CONCERNING MINOR REVISIONS AND ADDITIONS TO THE EDUCATION STATUTES.

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

Section 1. Subsection (b) of section 10-91j of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2019):

(b) On and after July 1, 2019, a local or regional board of education shall not be eligible for reimbursement pursuant to subsection (b) of section 10-76g for any costs of special education paid by such board of education to a private provider of special education services unless such board of education has entered into a written contract with such private provider of special education services for the provision of such special education services. The individualized education program of a child shall not be considered a contract between a local or regional board of education and a private provider of special education services for purposes of this section. Nothing in this subsection shall be construed to limit or interrupt the provision of special education and related services to a child by a local or regional board of education or private provider of special education services.

Sec. 2. Section 10-16b of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2019):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]
including climate change in accordance with the 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; 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; (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; and (12) social-emotional learning. 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. 3. Subdivision (6) of subsection (a) of section 10-151 of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2019):
(6) "Tenure" means:

(A) The completion of forty school months of full-time continuous employment for the same board of education, provided the superintendent offers the teacher a contract to return for the following school year on the basis of effective practice as informed by performance evaluations conducted pursuant to section 10-151b. For purposes of calculating continuous employment towards tenure, the following shall apply: (i) For a teacher who has not attained tenure, two school months of part-time continuous employment by such teacher shall equal one school month of full-time continuous employment except, for a teacher employed in a part-time position at a salary rate of less than twenty-five per cent of the salary rate of a teacher in such position, if such position were full-time, three school months of part-time continuous employment shall equal one school month of full-time continuous employment; (ii) a teacher who has not attained tenure shall not count layoff time towards tenure, except that if such teacher is reemployed by the same board of education within five calendar years of the layoff, such teacher may count the previous continuous employment immediately prior to the layoff towards tenure; (iii) a teacher who has not attained tenure shall not count authorized leave time towards tenure if such time exceeds ninety student school days in any one school year, provided only the student school days worked that year by such teacher shall count towards tenure and shall be computed on the basis of eighteen student school days or the greater fraction thereof equaling one school month; (iv) for a teacher who has not attained tenure and who is employed by a local or regional board of education that enters into a cooperative arrangement pursuant to section 10-158a, such teacher may count the previous continuous employment with such board immediately prior to such cooperative arrangement towards tenure; and (v) for a teacher who has not attained tenure and who is employed by a local board of education or as part of a cooperative arrangement, pursuant to section 10-158a, and such board or cooperative arrangement joins a regional school district, such teacher may count the previous continuous employment with such local board or cooperative arrangement
immediately prior to employment by the regional board of education towards tenure.

(B) For a teacher who has attained tenure prior to layoff, tenure shall resume if such teacher is reemployed by the same board of education within five calendar years of the layoff.

(C) Except as provided in subparagraphs (B) and (D) of this subdivision, any teacher who has attained tenure with any one board of education and whose employment with such board ends for any reason and who is reemployed by such board or is subsequently employed by any other board, shall attain tenure after completion of twenty school months of continuous employment, provided the superintendent offers the teacher a contract to return for the following school year on the basis of effective practice as informed by performance evaluations conducted pursuant to section 10-151b. The provisions of this subparagraph shall not apply if, (i) prior to completion of the twentieth school month following commencement of employment by such board such teacher has been notified in writing that his or her contract will not be renewed for the following school year, or (ii) for a period of five or more calendar years immediately prior to such subsequent employment, such teacher has not been employed by any board of education.

[(D) Any certified teacher or administrator employed by a local or regional board of education for a school district identified as a priority school district pursuant to section 10-266p may attain tenure after ten months of employment in such priority school district, if such certified teacher or administrator previously attained tenure with another local or regional board of education in this state or another state.]

[(E) For a teacher who has attained tenure and is employed by a local or regional board of education that enters into a cooperative arrangement pursuant to section 10-158a, such teacher shall not experience a break in continuous employment for purposes of tenure as a result of such cooperative arrangement.]
For a teacher who has attained tenure and is employed by a local board of education or as part of a cooperative arrangement, pursuant to section 10-158a, and such board or cooperative arrangement joins a regional school district, such teacher shall not experience a break in continuous employment for purposes of tenure as a result of joining such regional school district.

Sec. 4. (Effective from passage) (a) There is established a working group to study issues relating to the implementation of the pre-service performance assessment, edTPA, as adopted by the State Board of Education on December 7, 2016, as part of teacher preparation programs, as defined in section 10-10a of the general statutes. The working group shall examine how such assessment is being implemented in teacher preparation programs in the state, the financial costs associated with such assessment on institutions of higher education and students enrolled in teacher preparation programs, whether such assessment is evidence-based or a best practice, whether other states are using such assessment as part of teacher preparation programs or requiring completion of such assessment for professional certification, and any effect on world languages instruction.

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

(1) The Commissioner of Education, or the commissioner's designee;

(2) One appointed by the Governor, who has expertise in pre-service performance assessments for teacher preparation programs;

(3) One appointed by the Senate chairperson of the joint standing committee of the General Assembly having cognizance of matters relating to education, who is a student who is currently enrolled in a teacher preparation program in the state;

(4) One appointed by the House chairperson of the joint standing committee of the General Assembly having cognizance of matters relating to education, who is a professor in a teacher preparation...
program in the state;

(5) One appointed by the Senate ranking member of the joint standing committee of the General Assembly having cognizance of matters relating to education, who is a recent graduate of a teacher preparation program in the state; and

(6) One appointed by the House ranking member of the joint standing committee of the General Assembly having cognizance of matters relating to education, who is a student currently enrolled in a teacher preparation program in the state.

(c) All appointments to the working group shall be made not later than thirty days after the effective date of this section. Any vacancy shall be filled by the appointing authority.

(d) The Commissioner of Education, or the commissioner's designee, shall schedule the first meeting of the working group, which shall be held not later than sixty days after the effective date of this section. The members of the working group shall elect the chairperson of the working group from among the members of the working group at the first meeting.

(e) The administrative staff of the joint standing committee of the General Assembly having cognizance of matters relating to education shall serve as administrative staff of the working group.

(f) Not later than January 1, 2020, the working group shall submit a report on its findings and recommendations to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a of the general statutes. The working group shall terminate on the date that it submits such report or January 1, 2020, whichever is later.

Sec. 5. Section 10-155k of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2019):

On and after July 1, 2013, the Commissioner of Education shall
establish a School Paraprofessional Advisory Council, which on and after July 1, 2019, shall be known as the School Paraeducator Advisory Council, consisting of (1) one school [paraprofessional] paraeducator from each state-wide bargaining representative organization that represents school [paraprofessionals] paraeducators with instructional responsibilities, (2) one representative from each of the exclusive bargaining units for certified employees, chosen pursuant to section 10-153b, (3) the most recent recipient of the Connecticut [Paraprofessional] Paraeducator of the Year Award, (4) two representatives from the regional educational service centers, appointed by the Commissioner of Education, and (5) a school administrator, appointed by the Connecticut Federation of School Administrators. The council shall hold quarterly meetings and advise, at least quarterly, the Commissioner of Education, or the commissioner's designee, of the needs for (A) professional development and the training of [paraprofessionals] paraeducators and the effectiveness of the content and the delivery of existing training for such [paraprofessionals] paraeducators, (B) appropriate staffing strategies for [paraprofessionals] paraeducators, and (C) other relevant issues relating to [paraprofessionals] paraeducators. The council shall report, annually, in accordance with the provisions of section 11-4a, on the recommendations given to the commissioner, or the commissioner's designee, pursuant to the provisions of this section, to the joint standing committee of the General Assembly having cognizance of matters relating to education.

Sec. 6. (Effective from passage) Not later than January 1, 2020, the School Paraeducator Advisory Council, established pursuant to section 10-155k of the general statutes, as amended by this act, shall conduct a study concerning the following: (1) Safety issues relating to paraeducators who work with students who have behavioral issues, including the availability of appropriate safety equipment for paraeducators at each school, (2) issues relating to the assignment of substitute teaching duties to paraeducators, including emergency situations when a paraeducator is asked to serve as a substitute teacher, and (3) issues relating to the duties of paraeducators who
work with students who have individualized education programs. The
council shall submit such study and any recommendations to the joint
standing committee of the General Assembly having cognizance of
matters relating to education, in accordance with the provisions of
section 11-4a of the general statutes.

Sec. 7. (Effective July 1, 2019) For the fiscal years ending June 30,
2020, and June 30, 2021, the Department of Education shall establish
and administer a principal induction pilot program. Such pilot
program shall provide opportunities for peer mentoring for new
school principals and include executive leadership and workforce
development as key principles in the professional development for
new school principals. In developing the pilot program, the
department shall standardize existing principal induction programs
being administered by local and regional boards of education across
the state. The department shall permit any local or regional board of
education to participate in the pilot program, and may select up to five
additional boards of education to participate. A local or regional board
of education participating in the pilot program may partner with
businesses in the state to implement the pilot program. Not later than
January 1, 2022, the department shall submit an evaluation of the pilot
program to the joint standing committee of the General Assembly
having cognizance of matters relating to education, in accordance with
the provisions of section 11-4a of the general statutes.

Sec. 8. Section 10-264q of the general statutes is repealed and the
following is substituted in lieu thereof (Effective July 1, 2019):

Notwithstanding subdivision (3) of subsection (b) of section 10-264l,
an interdistrict magnet school program that (1) does not assist the state
in meeting the goals of the 2008 stipulation and order for Milo Sheff, et
al. v. William A. O'Neill, et al., as extended, or the goals of the 2013
as extended, as determined by the Commissioner of Education, and (2)
is not in compliance with the enrollment requirements for students of
racial minorities, pursuant to section 10-264l, following the submission
of student information data of such interdistrict magnet school
program to the state-wide public school information system, pursuant
to section 10-10a, on or before October 1, [2015] 2019, shall remain
eligible for an interdistrict magnet school operating grant pursuant to
section 10-264l for the fiscal years ending June 30, 2020, and June 30,
2021, if such interdistrict magnet school program submits a compliance
plan to the Commissioner of Education and the commissioner
approves such plan.

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

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