



Senate

General Assembly

File No. 519

January Session, 2021

Substitute Senate Bill No. 1033

Senate, April 19, 2021

The Committee on Education reported through SEN. MCCRORY, D. of the 2nd Dist., Chairperson of the Committee on the part of the Senate, that the substitute bill ought to pass.

***AN ACT CONCERNING THE INCLUSION OF COMPUTER SCIENCE
AND FINANCIAL LITERACY AS PART OF THE HIGH SCHOOL
GRADUATION REQUIREMENTS.***

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

1 Section 1. Section 10-221a of the general statutes is repealed and the
2 following is substituted in lieu thereof (*Effective July 1, 2021*):

3 (a) For classes graduating from 1988 to 2003, inclusive, no local or
4 regional board of education shall permit any student to graduate from
5 high school or grant a diploma to any student who has not satisfactorily
6 completed a minimum of twenty credits, not fewer than four of which
7 shall be in English, not fewer than three in mathematics, not fewer than
8 three in social studies, not fewer than two in science, not fewer than one
9 in the arts or vocational education and not fewer than one in physical
10 education.

11 (b) For classes graduating from 2004 to 2022, inclusive, no local or
12 regional board of education shall permit any student to graduate from

13 high school or grant a diploma to any student who has not satisfactorily
14 completed a minimum of twenty credits, not fewer than four of which
15 shall be in English, not fewer than three in mathematics, not fewer than
16 three in social studies, including at least a one-half credit course on
17 civics and American government, not fewer than two in science, not
18 fewer than one in the arts or vocational education and not fewer than
19 one in physical education.

20 (c) [Commencing with] For classes graduating in 2023 and 2024, and
21 for each graduating class thereafter, no local or regional board of
22 education shall permit any student to graduate from high school or
23 grant a diploma to any student who has not satisfactorily completed a
24 minimum of twenty-five credits, including not fewer than: (1) Nine
25 credits in the humanities, including civics and the arts; (2) nine credits
26 in science, technology, engineering and mathematics; (3) one credit in
27 physical education and wellness; (4) one credit in health and safety
28 education, as described in section 10-16b; (5) one credit in world
29 languages, subject to the provisions of subsection [(g)] (h) of this section;
30 and (6) a one credit mastery-based diploma assessment.

31 (d) Commencing with classes graduating in 2023, and for each
32 graduating class thereafter, local and regional boards of education shall
33 provide adequate student support and remedial services for students
34 beginning in grade seven. Such student support and remedial services
35 shall provide alternate means for a student to complete any of the high
36 school graduation requirements described in subsection (c) or (e) of this
37 section, if such student is unable to satisfactorily complete any of the
38 required courses or exams. Such student support and remedial services
39 shall include, but not be limited to, (1) allowing students to retake
40 courses in summer school or through an on-line course; (2) allowing
41 students to enroll in a class offered at a constituent unit of the state
42 system of higher education, as defined in section 10a-1, pursuant to
43 subdivision (4) of subsection [(g)] (h) of this section; (3) allowing
44 students who received a failing score, as determined by the
45 Commissioner of Education, on an end of the school year exam to take
46 an alternate form of the exam; and (4) allowing those students whose

47 individualized education programs state that such students are eligible
48 for an alternate assessment to demonstrate competency on any of the
49 five core courses through success on such alternate assessment.

50 (e) Commencing with classes graduating in 2025, and for each
51 graduating class thereafter, no local or regional board of education shall
52 permit any student to graduate from high school or grant a diploma to
53 any student who has not satisfactorily completed a minimum of twenty-
54 five credits, including not fewer than: (1) Nine credits in the humanities,
55 including civics and the arts; (2) nine credits in science, technology,
56 engineering and mathematics, including computer science; (3) one
57 credit in physical education and wellness; (4) one credit in health and
58 safety education, as described in section 10-16b; (5) one credit in world
59 languages, subject to the provisions of subsection (h) of this section; and
60 (6) a one-credit mastery-based diploma assessment. At least one credit,
61 which may count toward the requirement described in subdivision (2)
62 of this subsection shall be in personal financial management.

63 [(e)] (f) Any student who presents a certificate from a physician or
64 advanced practice registered nurse stating that, in the opinion of the
65 physician or advanced practice registered nurse, participation in
66 physical education is medically contraindicated because of the physical
67 condition of such student, shall be excused from the physical education
68 requirement, provided the credit for physical education may be fulfilled
69 by an elective.

70 [(f)] (g) Determination of eligible credits shall be at the discretion of
71 the local or regional board of education, provided the primary focus of
72 the curriculum of eligible credits corresponds directly to the subject
73 matter of the specified course requirements. The local or regional board
74 of education may permit a student to graduate during a period of
75 expulsion pursuant to section 10-233d, if the board determines the
76 student has satisfactorily completed the necessary credits pursuant to
77 this section. The requirements of this section shall apply to any student
78 requiring special education pursuant to section 10-76a, except when the
79 planning and placement team for such student determines the

80 requirement not to be appropriate. For purposes of this section, a credit
81 shall consist of not less than the equivalent of a forty-minute class period
82 for each school day of a school year except for a credit or part of a credit
83 toward high school graduation earned (1) at an institution accredited by
84 the Board of Regents for Higher Education or Office of Higher
85 Education or regionally accredited, (2) through on-line coursework that
86 is in accordance with a policy adopted pursuant to subsection [(g)] (h)
87 of this section, or (3) through a demonstration of mastery based on
88 competency and performance standards, in accordance with guidelines
89 adopted by the State Board of Education.

90 [(g)] (h) Only courses taken in grades nine to twelve, inclusive, and
91 that are in accordance with the state-wide subject matter content
92 standards, adopted by the State Board of Education pursuant to section
93 10-4, shall satisfy the graduation requirements set forth in this section,
94 except that a local or regional board of education may grant a student
95 credit (1) toward meeting the high school graduation requirements
96 upon the successful demonstration of mastery of the subject matter
97 content described in this section achieved through educational
98 experiences and opportunities that provide flexible and multiple
99 pathways to learning, including cross-curricular graduation
100 requirements, career and technical education, virtual learning, work-
101 based learning, service learning, dual enrollment and early college,
102 courses taken in middle school, internships and student-designed
103 independent studies, provided such demonstration of mastery is in
104 accordance with such state-wide subject matter content standards; (2)
105 toward meeting a specified course requirement upon the successful
106 completion in grade seven or eight of any course, the primary focus of
107 which corresponds directly to the subject matter of a specified course
108 requirement in grades nine to twelve, inclusive; (3) toward meeting the
109 high school graduation requirement upon the successful completion of
110 a world language course (A) in grade six, seven or eight, (B) through on-
111 line coursework, or (C) offered privately through a nonprofit provider,
112 provided such student achieves a passing grade on an examination
113 prescribed, within available appropriations, by the Commissioner of
114 Education and such credits do not exceed four; (4) toward meeting the

115 high school graduation requirement upon achievement of a passing
116 grade on a subject area proficiency examination identified and
117 approved, within available appropriations, by the Commissioner of
118 Education, regardless of the number of hours the student spent in a
119 public school classroom learning such subject matter; (5) toward
120 meeting the high school graduation requirement upon the successful
121 completion of coursework during the school year or summer months at
122 an institution accredited by the Board of Regents for Higher Education
123 or Office of Higher Education or regionally accredited. One three-credit
124 semester course, or its equivalent, at such an institution shall equal one-
125 half credit for purposes of this section; (6) toward meeting the high
126 school graduation requirement upon the successful completion of on-
127 line coursework, provided the local or regional board of education has
128 adopted a policy in accordance with this subdivision for the granting of
129 credit for on-line coursework. Such a policy shall ensure, at a minimum,
130 that (A) the workload required by the on-line course is equivalent to that
131 of a similar course taught in a traditional classroom setting, (B) the
132 content is rigorous and aligned with curriculum guidelines approved
133 by the State Board of Education, where appropriate, (C) the course
134 engages students and has interactive components, which may include,
135 but are not limited to, required interactions between students and their
136 teachers, participation in on-line demonstrations, discussion boards or
137 virtual labs, (D) the program of instruction for such on-line coursework
138 is planned, ongoing and systematic, and (E) the courses are (i) taught by
139 teachers who are certified in the state or another state and have received
140 training on teaching in an on-line environment, or (ii) offered by
141 institutions of higher education that are accredited by the Board of
142 Regents for Higher Education or Office of Higher Education or
143 regionally accredited; or (7) toward meeting the high school graduation
144 requirement upon the successful completion of the academic
145 advancement program, pursuant to section 10-5c.

146 [(h)] (i) A local or regional board of education may offer one-half
147 credit in community service which, if satisfactorily completed, shall
148 qualify for high school graduation credit pursuant to this section,
149 provided such community service is supervised by a certified school

150 administrator or teacher and consists of not less than fifty hours of actual
151 service that may be performed at times when school is not regularly in
152 session and not less than ten hours of related classroom instruction. For
153 purposes of this section, community service does not include partisan
154 political activities. The State Board of Education shall assist local and
155 regional boards of education in meeting the requirements of this section.
156 The State Board of Education shall award a community service
157 recognition award to any student who satisfactorily completes fifty
158 hours or more of community service in accordance with the provisions
159 of this subsection.

160 [(i)] (j) (1) A local or regional board of education may award a
161 diploma to a veteran, as defined in subsection (a) of section 27-103, or a
162 person with a qualifying condition, as defined in said section, who has
163 received a discharge other than bad conduct or dishonorable from active
164 service in the armed forces, which veteran or person served during
165 World War II or the Korean hostilities, as described in section 51-49h, or
166 during the Vietnam Era, as defined in section 27-103, withdrew from
167 high school prior to graduation in order to serve in the armed forces of
168 the United States and did not receive a diploma as a consequence of such
169 service.

170 (2) A local or regional board of education may award a diploma to
171 any person who (A) withdrew from high school prior to graduation to
172 work in a job that assisted the war effort during World War II, December
173 7, 1941, to December 31, 1946, inclusive, (B) did not receive a diploma as
174 a consequence of such work, and (C) has been a resident of the state for
175 at least fifty consecutive years.

176 [(j)] (k) For the school year commencing July 1, 2012, and each school
177 year thereafter, each local and regional board of education shall create a
178 student success plan for each student enrolled in a public school,
179 beginning in grade six. Such student success plan shall include a
180 student's career and academic choices in grades six to twelve, inclusive.
181 Beginning in grade six, such student success plan shall provide evidence
182 of career exploration in each grade including, but not limited to, careers

183 in manufacturing. The Department of Education shall revise and issue
184 to local and regional boards of education guidance regarding changes
185 to such student success plans. On and after July 1, 2020, in creating such
186 student success plans, consideration shall be given to career and
187 academic choices in computer science, science, technology, engineering
188 and mathematics.

189 [(k)] (l) Commencing with classes graduating in 2018, and for each
190 graduating class thereafter, a local or regional board of education may
191 affix the Connecticut State Seal of Biliteracy, as described in subsection
192 (f) of section 10-5, to a diploma awarded to a student who has achieved
193 a high level of proficiency in English and one or more foreign languages,
194 as defined in said subsection (f). The local or regional board of education
195 shall include on such student's transcript a designation that the student
196 received the Connecticut State Seal of Biliteracy.

197 Sec. 2. (NEW) (*Effective July 1, 2022*) Notwithstanding the provisions
198 of subsection (g) of section 10-221a of the general statutes, as amended
199 by this act, for the school year commencing July 1, 2021, a local or
200 regional board of education may grant a credit in personal financial
201 management to any student who takes separate courses that meet the
202 provisions of subdivision (2) of subsection (e) of section 10-221a of the
203 general statutes, as amended by this act, in grades nine to twelve,
204 inclusive. A credit so earned may be considered to cumulatively meet
205 the forty-minute class period for each school day requirement and shall
206 be considered a cross-curricular graduation requirement pursuant to
207 subsection (h) of said section 10-221a, as amended by this act, provided
208 a portion of the curriculum for such credits corresponds to the subject
209 matter of personal financial management.

210 Sec. 3. Section 10-5d of the general statutes is repealed and the
211 following is substituted in lieu thereof (*Effective July 1, 2021*):

212 (a) For the fiscal years ending June 30, 2012, and June 30, 2013,
213 inclusive, the Department of Education shall, within available
214 appropriations, provide technical assistance to any local or regional
215 board of education that begins implementation of the provisions of

216 subsections (c) and (d) of section 10-221a, as amended by this act.

217 (b) On or before November 1, 2013, and biennially thereafter, each
218 local or regional board of education receiving technical assistance from
219 the department pursuant to subsection (a) of this section shall report to
220 the department on the status of the school district's implementation of
221 the provisions of subsections (c) and (d) of section 10-221a, as amended
222 by this act. On and after November 1, 2021, and biennially thereafter,
223 such report shall include the implementation of the provisions of
224 subsection (e) of section 10-221a, as amended by this act.

225 (c) On or before February 1, 2014, and biennially thereafter, the
226 department shall report, in accordance with the provisions of section 11-
227 4a, to the joint standing committee of the General Assembly having
228 cognizance of matters relating to education on the status of
229 implementation of the provisions of subsections (c) and (d) of section
230 10-221a, as amended by this act, by local and regional boards of
231 education in the state. Such report shall include, (1) an explanation of
232 any existing state and federal funds currently available to assist in such
233 implementation, (2) recommendations regarding the appropriation of
234 additional state funds to support local and regional boards of education
235 in the implementation of subsections (c) and (d) of said section 10-221a,
236 and (3) recommendations for any statutory changes that would facilitate
237 implementation of subsections (c) and (d) of said section 10-221a by local
238 and regional boards of education. On and after February 1, 2022, such
239 report shall include such explanation and recommendations related to
240 the implementation of subsection (e) of section 10-221a, as amended by
241 this act.

242 Sec. 4. Subsection (b) of section 10-76ll of the general statutes is
243 repealed and the following is substituted in lieu thereof (*Effective July 1,*
244 *2021*):

245 (b) On or before July 1, 2015, the State Board of Education shall draft
246 a written bill of rights for parents of children receiving special education
247 services to guarantee that the rights of such parents and children are
248 adequately safeguarded and protected during the provision of special

249 education and related services under this chapter. Such bill of rights
 250 shall inform parents of: (1) The right to request consideration of the
 251 provision of transition services for a child receiving special education
 252 services who is eighteen to twenty-one, inclusive, years of age, (2) the
 253 right to receive transition resources and materials from the department
 254 and the local or regional board of education responsible for such child,
 255 (3) the requirement that the local or regional board of education
 256 responsible for such child shall create a student success plan for each
 257 student enrolled in a public school, beginning in grade six, pursuant to
 258 subsection [(j)] (k) of section 10-221a, as amended by this act, and (4) the
 259 right of such child to receive realistic and specific postgraduation goals
 260 as part of such child's individualized education program.

This act shall take effect as follows and shall amend the following sections:		
Section 1	July 1, 2021	10-221a
Sec. 2	July 1, 2022	New section
Sec. 3	July 1, 2021	10-5d
Sec. 4	July 1, 2021	10-76ll(b)

Statement of Legislative Commissioners:

Section 2 was redrafted for clarity and accuracy; and in Section 3, the final sentences in Subsecs. (b) and (c) were added for clarity and accuracy.

ED *Joint Favorable Subst.*

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

OFA Fiscal Note

State Impact: None

Municipal Impact:

Municipalities	Effect	FY 22 \$	FY 23 \$
Various Local and Regional School Districts	STATE MANDATE ¹ - Cost	Potential Significant	Potential Significant

Explanation

The bill results in a state mandate and a potential significant cost to local and regional school districts associated with incorporating computer science and personal financial management into the existing high school graduation requirements, beginning with the graduating class of 2025.

The bill requires computer science to be added to a high school's STEM course offerings in time for the class of 2025 to complete it. It also requires students to complete one credit in personal financial management in order to graduate, which may count towards the nine-credit STEM course requirement. The bill does not increase the total number of high school credits needed to graduate beyond the 25 required in current law. However, in order to complete the revised graduation requirements, the additional subject areas must be added to a public high school's course offerings.

¹ State mandate is defined in Sec. 2-32b(2) of the Connecticut General Statutes, "state mandate" means any state initiated constitutional, statutory or executive action that requires a local government to establish, expand or modify its activities in such a way as to necessitate additional expenditures from local revenues.

Currently, the State Department of Education (SDE) has materials and resources available to assist districts in the implementation of the revised graduation requirements, but SDE does not have model curriculum available, and local and regional school districts would be responsible for purchasing their own, if they are currently not offering the courses. In addition to curriculum costs, local and regional school districts could be faced with increased salary and equipment/material costs, which, for larger districts, could be significant. Since the new requirements begin with the graduating class of 2025 a district could choose to begin implementation in FY 22 or wait till FY 24. The cost to districts would be dependent upon the size of the district, and the extent to which they are currently offering computer science and personal financial management classes.

The Out Years

The annualized ongoing fiscal impact identified above would continue into the future subject to inflation.

OLR Bill Analysis**sSB 1033*****AN ACT CONCERNING THE INCLUSION OF COMPUTER SCIENCE AND FINANCIAL LITERACY AS PART OF THE HIGH SCHOOL GRADUATION REQUIREMENTS.*****SUMMARY**

This bill makes changes in the law governing public high school graduation requirements. By law and unchanged by the bill, the number of credits needed to graduate from high school increases from 20 to 25 beginning with the class of 2023 (i.e., students currently in grade 10). Beginning with the graduating class of 2025 (i.e., students currently in grade 8), the bill incorporates computer science and personal financial management into the 25-credit requirement framework. It also requires local and regional boards of education to provide adequate student support and remedial services that offer alternate means for students to complete these new requirements if they are unable to satisfactorily complete any related coursework or exams.

The bill also (1) expands the information that boards of education and the State Department of Education (SDE) must provide in their biennial reports on high school graduation requirement implementation and (2) makes various technical and conforming changes.

EFFECTIVE DATE: July 1, 2021, except the provisions allowing students to satisfy the personal financial management requirement by taking several different high school courses take effect July 1, 2022.

PUBLIC HIGH SCHOOL GRADUATION REQUIREMENTS

Current law requires nine of the 25 credits required for high school graduation to be completed in science, technology, engineering, and mathematics (STEM) courses. Under the bill, beginning with the graduating class of 2025, the graduation requirements relating to the

STEM courses change in various ways relating to the study of computer science and personal financial management.

Computer Science

The bill adds computer science to the STEM course listing in current law. This does not increase the total number of required STEM credits needed to graduate beyond the nine required in current law; however, it presumably requires the subject area to be added to a high school's STEM course offerings in time for the class of 2025 to complete it. The bill does not specify a minimum number of computer science course credits that students must take.

Personal Financial Management

The bill also requires students to complete one credit in personal financial management in order to graduate, which may count towards the nine-credit STEM course requirement. This does not increase the total number of high school credits needed to graduate beyond the 25 required in current law. However, it presumably requires the subject area to be added to a public high school's course offerings in time for the class of 2025 to complete it.

The bill also allows, during the 2021-22 school year only, a local or regional board of education to grant one credit in personal financial management to any student who takes separate courses in grades 9-12 as part of the STEM graduation requirements (see COMMENT). A credit earned in this way (1) may be considered to cumulatively meet the 40-minute class period daily requirement in existing law and (2) must be considered a cross-curricular graduation requirement, so long as a portion of these credits' curriculum corresponds to the personal financial management subject matter.

BIENNIAL IMPLEMENTATION REPORTS

By law, certain boards of education and SDE must submit biennial reports on the implementation status of heightened high school graduation requirements. Beginning November 1, 2021, the bill requires local and regional boards of education receiving technical assistance

from SDE with the implementation of high school graduation requirements to include in their biennial reports to the department the status of their implementation of the new computer science and personal financial management requirements created by the bill.

Additionally, beginning February 1, 2022, the bill requires SDE's future biennial reports to the Education Committee to include the following information relating to the implementation of the new computer science and personal financial management requirements created by the bill:

1. an explanation of any existing state and federal funds currently available to assist in their implementation,
2. recommendations about additional state funding appropriations to support boards of education in their implementation, and
3. recommendations for any statutory changes that would facilitate their implementation.

COMMENT

Effective Date Issue

The bill requires boards of education to award a credit in personal financial management in the 2021-22 school year to students who satisfy the requirement by completing multiple high school courses. However, this section does not take effect until July 1, 2022, after this school year ends.

COMMITTEE ACTION

Education Committee

Joint Favorable Substitute

Yea 33 Nay 5 (03/29/2021)