



General Assembly

**Amendment**

January Session, 2021

LCO No. 8549



Offered by:

REP. SANCHEZ, 25<sup>th</sup> Dist.

REP. CURREY, 11<sup>th</sup> Dist.

REP. MCCARTY, 38<sup>th</sup> Dist.

SEN. MCCRORY, 2<sup>nd</sup> Dist.

SEN. BERTHEL, 32<sup>nd</sup> Dist.

To: Subst. House Bill No. 6621

File No. 393

Cal. No. 306

**"AN ACT CONCERNING ASSORTED REVISIONS AND ADDITIONS  
TO THE EDUCATION STATUTES."**

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- 1 Strike section 3 in its entirety and insert the following in lieu thereof:
- 2 "Sec. 3. (*Effective from passage*) (a) There is established a task force to
- 3 study issues relating to the provision and funding of special education
- 4 in the state during the school years commencing July 1, 2016, to July 1,
- 5 2020, inclusive. Such study shall include, but need not be limited to, an
- 6 examination of (1) the provision of special education and related
- 7 services, including whether local and regional boards of education are
- 8 providing such services directly or partnering with regional educational
- 9 service centers, contracting with a private provider of special education
- 10 services, as defined in section 10-91g of the general statutes, or as part
- 11 of a cooperative arrangement pursuant to section 10-158a of the general
- 12 statutes, (2) the cost of providing special education and related services,

13 the total aggregate amount per school district per year and the annual  
14 percentage increase or decrease per school district of such cost, (3) the  
15 effect that the cost of special education has on a board of education's  
16 minimum budget requirement, (4) the level of state reimbursement to  
17 boards of education for special education, including the total amount  
18 for reimbursement submitted by each school district per year and the  
19 total amount received by such school district per year, and the  
20 percentage increase or decrease per year of the difference of the total  
21 amount submitted and the total amount received for each school  
22 district, and (5) the criteria and manner by which school districts are  
23 identifying students who require special education and related services,  
24 including whether school districts are overidentifying or  
25 underidentifying such students and the causes and reasons for such  
26 overidentification and underidentification.

27 (b) The task force shall consist of the following members:

28 (1) Three appointed by the speaker of the House of Representatives,  
29 one of whom is a representative of the Special Education Equity for Kids  
30 of Connecticut, one of whom is a representative of the Connecticut  
31 Association of Boards of Education and one of whom is the parent or  
32 guardian of a student who is enrolled in a public school and receiving  
33 special education services;

34 (2) Three appointed by the president pro tempore of the Senate, one  
35 of whom is a representative of the Connecticut Association of Public  
36 School Superintendents, one of whom is a representative of the  
37 Connecticut Education Association and one of whom is the parent or  
38 guardian of a student who is enrolled in a public school and receiving  
39 special education services;

40 (3) Two appointed by the majority leader of the House of  
41 Representatives, one of whom is a representative of the American  
42 Federation of Teachers-Connecticut and one of whom is a representative  
43 of the Connecticut Parent Advocacy Center;

44 (4) Two appointed by the majority leader of the Senate, one of whom

45 is a representative of the Connecticut Council of Administrators of  
46 Special Education and one of whom is a representative of the RESC  
47 Alliance;

48 (5) Two appointed by the minority leader of the House of  
49 Representatives, one of whom is a representative of the Connecticut  
50 Association of School Administrators and one of whom is a  
51 representative of the School and State Finance Project;

52 (6) Two appointed by the minority leader of the Senate, one of whom  
53 is a representative of the Connecticut Association of Schools and one of  
54 whom is a representative of the Connecticut Association of School  
55 Business Officials;

56 (7) The Commissioner of Education, or the commissioner's designee.

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

60 (d) The speaker of the House of Representatives and the president  
61 pro tempore of the Senate shall select the cochairpersons of the task force  
62 from among the members of the task force. Such cochairpersons shall  
63 schedule the first meeting of the task force, which shall be held not later  
64 than sixty days after the effective date of this section.

65 (e) The administrative staff of the joint standing committee of the  
66 General Assembly having cognizance of matters relating to education  
67 shall serve as administrative staff of the task force.

68 (f) Not later than January 1, 2022, the task force shall submit a report  
69 on its findings and recommendations to the joint standing committee of  
70 the General Assembly having cognizance of matters relating to  
71 education, in accordance with the provisions of section 11-4a of the  
72 general statutes. The task force shall terminate on the date that it  
73 submits such report or January 1, 2022, whichever is later."

74 After the last section, add the following and renumber sections and

75 internal references accordingly:

76 "Sec. 501. (NEW) (*Effective July 1, 2021*) (a) For the school year  
77 commencing July 1, 2021, each local and regional board of education  
78 shall select a nationally recognized evidence-based mental health and  
79 resiliency screening and administer such screening to all students for  
80 the purpose of identifying students in need of interventions and  
81 support, provided for the school year commencing July 1, 2021, such  
82 screening shall include a stress and trauma assessment related to the  
83 COVID-19 pandemic.

84 (b) For the school year commencing July 1, 2022, and each school year  
85 thereafter, each local and regional board of education may, within  
86 available resources, select a nationally recognized evidence-based  
87 mental health and resiliency screening and administer such screening to  
88 students for the purpose of identifying students in need of interventions  
89 and support, provided for the school year commencing July 1, 2022,  
90 such screening shall include a stress and trauma assessment related to  
91 the COVID-19 pandemic.

92 (c) The parent or guardian of a student shall receive prior written  
93 notice of the nationally recognized evidence-based mental health and  
94 resiliency screening administered pursuant to subsections (a) and (b) of  
95 this section, and shall have a reasonable opportunity to opt his or her  
96 student out of such screening.

97 Sec. 502. (NEW) (*Effective July 1, 2021*) (a) The Social Emotional  
98 Learning and School Climate Advisory Collaborative, established  
99 pursuant to section 10-222q of the general statutes, in consultation with  
100 the Department of Education, the Department of Mental Health and  
101 Addiction Services, the Department of Children and Families, the Office  
102 of Early Childhood and the Department of Public Health, shall design a  
103 state-wide social-emotional support strategy to provide support and  
104 assistance to local and regional boards of education for mental health,  
105 social-emotional support, behavioral support, trauma support and  
106 special education programs and services. The strategy shall include, but

107 need not be limited to, recommendations regarding (1) training and  
108 recruiting mental health and social-emotional support staff and  
109 deploying them to school districts, (2) resources for school districts for  
110 the hiring of mental health and social-emotional support staff, (3)  
111 assisting boards in the development and implementation of  
112 comprehensive school counseling programs, in accordance with the  
113 guidelines adopted pursuant to section 10-203c of the general statutes,  
114 (4) building on existing school and community collaborations that  
115 support student mental health and well-being, such as community  
116 school models, family resource centers, health clinics, child care that is  
117 available from 6:00 a.m. to 6:00 p.m., and year-round use of school  
118 facilities, (5) developing or enhancing state, regional and local support  
119 networks for mental health and trauma support services through  
120 interagency agreements, local action plans and model programs, (6)  
121 improving the knowledge and skill of educators and other school  
122 personnel in order to develop social-emotional learning and restorative  
123 practices competencies and capacities, (7) creating opportunities for  
124 educators to collaborate, share support and problem solve through team  
125 planning time and professional learning communities, (8) providing  
126 resources for state-wide and local efforts to engage parents and families  
127 to support the development of student social and emotional growth at  
128 home and in the community, and (9) providing opportunities for  
129 families to discuss topics relating to social-emotional learning,  
130 restorative practices, resiliency and ways to ensure racial equity in  
131 schools.

132 (b) The collaborative may consult with the national Collaborative for  
133 Academic, Social, and Emotional Learning to implement the provisions  
134 of this section.

135 Sec. 503. (*Effective July 1, 2021*) Not later than October 1, 2022, the  
136 Department of Education shall develop student social-emotional  
137 learning standards for grades four to twelve, inclusive. Such standards  
138 shall be designed for a multitiered system of support that is culturally  
139 relevant and responsive, emphasizes school connectedness and includes  
140 restorative practices. Such standards shall be made available on the

141 department's Internet web site. As used in this section, "social-emotional  
142 learning" means the process through which children and adults achieve  
143 emotional intelligence through the competencies of self-awareness, self-  
144 management, social awareness, relationship skills and responsible  
145 decision-making.

146 Sec. 504. (NEW) (*Effective from passage*) Not later than January 1, 2022,  
147 the Social Emotional Learning and School Climate Advisory  
148 Collaborative, established pursuant to section 10-222q of the general  
149 statutes, shall convene a working group to (1) review sections 10-222d  
150 to 10-222p, inclusive, of the general statutes relating to bullying and safe  
151 school climate plans, (2) make recommendations concerning (A)  
152 amendments to said sections 10-222d to 10-222p, inclusive, (B) the  
153 inclusion of restorative practices in safe school climate plans, and (C)  
154 state-wide adoption of the National School Climate Standards, and (3)  
155 provide technical assistance and support to local and regional boards of  
156 education in adopting and implementing the Connecticut Model School  
157 Climate Policy, policy number 5131.914. The Social Emotional Learning  
158 and School Climate Advisory Collaborative may consult with or include  
159 representatives from the national Collaborative for Academic, Social,  
160 and Emotional Learning as members of the working group in  
161 implementing the provisions of this section.

162 Sec. 505. Section 10-233m of the general statutes is repealed and the  
163 following is substituted in lieu thereof (*Effective July 1, 2021*):

164 Each local or regional board of education that assigns a school  
165 resource officer to any school under the jurisdiction of such board shall  
166 enter into a memorandum of understanding with a local law  
167 enforcement agency regarding the role and responsibility of such school  
168 resource officer. Such memorandum of understanding shall include  
169 provisions addressing daily interactions between students and school  
170 personnel with school resource officers and shall include a graduated  
171 response model for student discipline. Any such memorandum of  
172 understanding entered into, extended, updated or amended on or after  
173 July 1, 2021, shall include a provision that requires all school resource

174 officers to complete, while in the performance of their duties as school  
175 resource officers and during periods when such school resource officers  
176 are assigned to be at the school, any separate training specifically related  
177 to social-emotional learning and restorative practices provided to  
178 certified employees of the school pursuant to sections 10-148a and 10-  
179 220a, as amended by this act. For the purposes of this section, "school  
180 resource officer" means a sworn police officer of a local law enforcement  
181 agency who has been assigned to a school pursuant to an agreement  
182 between the local or regional board of education and the chief of police  
183 of a local law enforcement agency.

184 Sec. 506. Subsection (a) of section 10-148a of the general statutes is  
185 repealed and the following is substituted in lieu thereof (*Effective July 1,*  
186 *2021*):

187 (a) For the school year commencing July 1, [2019] 2021, and each  
188 school year thereafter, each certified employee shall participate in a  
189 program of professional development. Each local and regional board of  
190 education shall make available, annually, at no cost to its certified  
191 employees, a program of professional development that is not fewer  
192 than eighteen hours in length, of which a preponderance is in a small  
193 group or individual instructional setting. Such program of professional  
194 development shall (1) be a comprehensive, sustained and intensive  
195 approach to improving teacher and administrator effectiveness in  
196 increasing student knowledge achievement, (2) focus on refining and  
197 improving various effective teaching methods that are shared between  
198 and among educators, (3) foster collective responsibility for improved  
199 student performance, (4) be comprised of professional learning that (A)  
200 is aligned with rigorous state student academic achievement standards,  
201 (B) is conducted among educators at the school and facilitated by  
202 principals, coaches, mentors, distinguished educators, as described in  
203 section 10-145s, or other appropriate teachers, (C) occurs frequently on  
204 an individual basis or among groups of teachers in a job-embedded  
205 process of continuous improvement, and (D) includes a repository of  
206 best practices for teaching methods developed by educators within each  
207 school that is continuously available to such educators for comment and

208 updating, and (5) include training in culturally responsive pedagogy  
209 and practice. Each program of professional development shall include  
210 professional development activities in accordance with the provisions  
211 of subsection (b) of this section. The principles and practices of social-  
212 emotional learning and restorative practices shall be integrated  
213 throughout the components of such program of professional  
214 development described in subdivisions (1) to (5), inclusive, of this  
215 subsection.

216 Sec. 507. Subsections (a) and (b) of section 10-220a of the general  
217 statutes are repealed and the following is substituted in lieu thereof  
218 (*Effective July 1, 2021*):

219 (a) Each local or regional board of education shall provide an in-  
220 service training program for its teachers, administrators and pupil  
221 personnel who hold the initial educator, provisional educator or  
222 professional educator certificate. Such program shall provide such  
223 teachers, administrators and pupil personnel with information on (1)  
224 the nature and the relationship of alcohol and drugs, as defined in  
225 subdivision (17) of section 21a-240, to health and personality  
226 development, and procedures for discouraging their abuse, (2) health  
227 and mental health risk reduction education that includes, but need not  
228 be limited to, the prevention of risk-taking behavior by children and the  
229 relationship of such behavior to substance abuse, pregnancy, sexually  
230 transmitted diseases, including HIV-infection and AIDS, as defined in  
231 section 19a-581, violence, teen dating violence, domestic violence and  
232 child abuse, (3) school violence prevention, conflict resolution, the  
233 prevention of and response to youth suicide and the identification and  
234 prevention of and response to bullying, as defined in subsection (a) of  
235 section 10-222d, except that those boards of education that implement  
236 any evidence-based model approach that is approved by the  
237 Department of Education and is consistent with subsection (c) of section  
238 10-145a, sections 10-222d, 10-222g and 10-222h, subsection (g) of section  
239 10-233c and sections 1 and 3 of public act 08-160, shall not be required  
240 to provide in-service training on the identification and prevention of  
241 and response to bullying, (4) cardiopulmonary resuscitation and other



242 emergency life saving procedures, (5) the requirements and obligations  
243 of a mandated reporter, (6) the detection and recognition of, and  
244 evidence-based structured literacy interventions for, students with  
245 dyslexia, as defined in section 10-3d, [and] (7) culturally responsive  
246 pedagogy and practice, and (8) the principles and practices of social-  
247 emotional learning and restorative practices. Each local or regional  
248 board of education may allow any paraprofessional or noncertified  
249 employee to participate, on a voluntary basis, in any in-service training  
250 program provided pursuant to this section.

251 (b) Not later than a date prescribed by the commissioner, each local  
252 and regional board of education shall establish a professional  
253 development and evaluation committee. Such professional  
254 development and evaluation committee shall consist of (1) at least one  
255 teacher, as defined in subsection (a) of section 10-144d, selected by the  
256 exclusive bargaining representative for certified employees chosen  
257 pursuant to section 10-153b, (2) at least one administrator, as defined in  
258 subsection (a) of section 10-144e, selected by the exclusive bargaining  
259 representative for certified employees chosen pursuant to section 10-  
260 153b, and (3) such other school personnel as the board deems  
261 appropriate. The duties of such committees shall include, but not be  
262 limited to, participation in the development or adoption of a teacher  
263 evaluation and support program for the district, pursuant to section 10-  
264 151b, and the development, evaluation and annual updating of a  
265 comprehensive local professional development plan for certified  
266 employees of the district. Such plan shall: (A) Be directly related to the  
267 educational goals prepared by the local or regional board of education  
268 pursuant to subsection (b) of section 10-220, as amended by this act, (B)  
269 on and after July 1, [2011] 2021, be developed with full consideration of  
270 the priorities and needs related to student social-emotional learning and  
271 restorative practices, in accordance with the provisions of section 10-  
272 148a, as amended by this act, and student academic outcomes as  
273 determined by the State Board of Education, [and] (C) provide for the  
274 ongoing and systematic assessment and improvement of both teacher  
275 evaluation and professional development of the professional staff

276 members of each such board, including personnel management and  
277 evaluation training or experience for administrators, [shall] and (D) be  
278 related to regular and special student needs and may include provisions  
279 concerning career incentives and parent involvement. The State Board  
280 of Education shall develop guidelines to assist local and regional boards  
281 of education in determining the objectives of the plans and in  
282 coordinating staff development activities with student needs and school  
283 programs.

284 Sec. 508. Subsection (b) of section 10-220 of the general statutes is  
285 repealed and the following is substituted in lieu thereof (*Effective July 1,*  
286 *2021*):

287 (b) The board of education of each local or regional school district  
288 shall, with the participation of parents, students, school administrators,  
289 teachers, citizens, local elected officials and any other individuals or  
290 groups such board shall deem appropriate, prepare a statement of  
291 educational goals for such local or regional school district. The  
292 statement of goals shall be consistent with state-wide goals pursuant to  
293 subsection (c) of section 10-4 and include goals for the integration of  
294 principles and practices of social-emotional learning and restorative  
295 practices in the program of professional development for the school  
296 district, in accordance with the provisions of section 10-148a, as  
297 amended by this act, and career placement for students who do not  
298 pursue an advanced degree immediately after graduation. Each local or  
299 regional board of education shall annually establish student objectives  
300 for the school year which relate directly to the statement of educational  
301 goals prepared pursuant to this subsection and which identify specific  
302 expectations for students in terms of skills, knowledge and competence.

303 Sec. 509. Section 10-155k of the general statutes is repealed and the  
304 following is substituted in lieu thereof (*Effective July 1, 2021*):

305 On and after July 1, 2013, the Commissioner of Education shall  
306 establish a School Paraprofessional Advisory Council, which on and  
307 after July 1, 2021, shall be known as the School Paraeducator Advisory

308 Council, consisting of (1) one school paraprofessional from each state-  
309 wide bargaining representative organization that represents school  
310 paraprofessionals with instructional responsibilities, (2) one  
311 representative from each of the exclusive bargaining units for certified  
312 employees, chosen pursuant to section 10-153b, (3) the most recent  
313 recipient of the Connecticut Paraprofessional of the Year Award, (4) two  
314 representatives from the regional educational service centers, appointed  
315 by the Commissioner of Education, and (5) a school administrator,  
316 appointed by the Connecticut Federation of School Administrators. The  
317 council shall hold quarterly meetings and advise, at least quarterly, the  
318 Commissioner of Education, or the commissioner's designee, of the  
319 needs for (A) professional development and the training of  
320 paraprofessionals and the effectiveness of the content and the delivery  
321 of existing training for such paraprofessionals, (B) appropriate staffing  
322 strategies for paraprofessionals, and (C) other relevant issues relating to  
323 paraprofessionals. The council shall report, annually, in accordance  
324 with the provisions of section 11-4a, on the recommendations given to  
325 the commissioner, or the commissioner's designee, pursuant to the  
326 provisions of this section, to the joint standing committee of the General  
327 Assembly having cognizance of matters relating to education.

328       Sec. 510. (*Effective from passage*) (a) Not later than January 1, 2022, the  
329 School Paraeducator Advisory Council, established pursuant to section  
330 10-155k of the general statutes, as amended by this act, shall conduct a  
331 study concerning the following: (1) Appropriate minimum employment  
332 standards, including pay rates, health care coverage, retirement benefits  
333 and professional development opportunities for paraeducators that  
334 focus on maximizing the success of paraeducators in the classroom; (2)  
335 safety issues relating to paraeducators who work with students who  
336 have behavioral issues, including the availability of appropriate safety  
337 equipment for paraeducators at each school; (3) issues relating to the  
338 assignment of substitute teaching duties to paraeducators, including  
339 emergency situations when a paraeducator is asked to serve as a  
340 substitute teacher; and (4) issues relating to the duties of paraeducators  
341 who work with students who have individualized education programs.

342 (b) Not later than January 1, 2022, the council shall develop proposals  
343 for the creation of a pathway for continued career and professional  
344 development, including, but not limited to, (1) paraeducator certificate  
345 and apprenticeship programs that offer course credits that apply to  
346 transferrable associate degree programs; (2) associate degree programs  
347 that (A) build upon and do not duplicate the courses and competencies  
348 of paraeducator certificate programs, (B) incorporate field experiences,  
349 (C) are aligned with the standards and competencies for teachers, and  
350 (D) are transferrable to a bachelor's degree in education and teacher  
351 certification programs; and (3) bachelor's degree programs that lead to  
352 teacher certification that build upon and do not duplicate the courses  
353 and competencies of transferrable associate degrees.

354 (c) The council shall submit the study described in subsection (a) of  
355 this section and the proposals described in subsection (b) of this section,  
356 and any recommendations for legislation to the joint standing  
357 committee of the General Assembly having cognizance of matters  
358 relating to education, in accordance with the provisions of section 11-4a  
359 of the general statutes.

360 Sec. 511. Subsection (c) of section 10-222k of the general statutes is  
361 repealed and the following is substituted in lieu thereof (*Effective July 1,*  
362 *2021*):

363 (c) (1) For the school year commencing July 1, 2012, and each school  
364 year thereafter, the principal of each school shall establish a committee  
365 or designate at least one existing committee in the school to be  
366 responsible for developing and fostering a safe school climate and  
367 addressing issues relating to bullying in the school. Such committee  
368 shall include at least one parent or guardian of a student enrolled in the  
369 school appointed by the school principal, and for the school year  
370 commencing July 1, 2021, and each school year thereafter, such  
371 committee shall also include (A) school personnel, including, but not  
372 limited to, at least one teacher selected by the exclusive bargaining  
373 representative for certified employees chosen pursuant to section 10-  
374 153b, (B) medical and mental health personnel assigned to such school,

375 and (C) in the case of a committee for a high school, at least one student  
376 enrolled at such high school who is selected by the students of such  
377 school in a manner determined by the school principal.

378 (2) Any such committee shall: (A) Receive copies of completed  
379 reports following investigations of bullying, (B) identify and address  
380 patterns of bullying among students in the school, (C) implement the  
381 provisions of the school security and safety plan, developed pursuant to  
382 section 10-222m, regarding the collection, evaluation and reporting of  
383 information relating to instances of disturbing or threatening behavior  
384 that may not meet the definition of bullying, (D) review and amend  
385 school policies relating to bullying, (E) review and make  
386 recommendations to the district safe school climate coordinator  
387 regarding the district's safe school climate plan based on issues and  
388 experiences specific to the school, (F) educate students, school  
389 employees and parents and guardians of students on issues relating to  
390 bullying, (G) collaborate with the district safe school climate coordinator  
391 in the collection of data regarding bullying, in accordance with the  
392 provisions of subsection (b) of section 10-222d and subsection (a) of  
393 section 10-222h, and (H) perform any other duties as determined by the  
394 school principal that are related to the prevention, identification and  
395 response to school bullying for the school.

396 (3) Any parent or guardian or student serving as a member of any  
397 such committee shall not participate in the activities described in  
398 subparagraphs (A) to (C), inclusive, of subdivision (2) of this subsection  
399 or any other activity that may compromise the confidentiality of a  
400 student.

401 Sec. 512. (*Effective from passage*) (a) The Department of Education shall  
402 develop a plan for the creation and implementation of a state-wide  
403 virtual school that offers grades kindergarten to twelve, inclusive, and  
404 provides virtual learning instruction by means of one or more Internet-  
405 based software platforms.

406 (b) The virtual school contemplated and created under such plan,

407 shall (1) be maintained by and under the direction and control of the  
 408 State Board of Education, (2) provide in each school year no less than  
 409 one hundred eighty days of actual school sessions and nine hundred  
 410 hours of actual school work for grades kindergarten to twelve, inclusive,  
 411 provided not more than seven hours of actual school work in any school  
 412 day shall count toward the total required for the school year, (3) offer  
 413 coursework and a curriculum that is rigorous, aligned with curriculum  
 414 guidelines approved by the State Board of Education, and in accordance  
 415 with the state-wide subject matter content standards, adopted by the  
 416 state board pursuant to section 10-4 of the general statutes, (4) grant a  
 417 diploma, in accordance with the provisions of section 10-5 of the general  
 418 statutes, to any student enrolled in such virtual school who has  
 419 satisfactorily completed the high school graduation requirements  
 420 described in section 10-221a of the general statutes, and (5) be created  
 421 with consideration given to best practices in virtual learning,  
 422 technological capabilities of students throughout the state and equity.

423 (c) Not later than February 1, 2022, the department shall submit the  
 424 plan and any recommendations for legislation related to the  
 425 implementation of such plan to the joint standing committee of the  
 426 General Assembly having cognizance of matters relating to education,  
 427 in accordance with the provisions of section 11-4a of the general statutes.

428 Sec. 513. (*Effective from passage*) Notwithstanding the provisions of  
 429 subsection (b) of section 10-157 of the general statutes, the  
 430 Commissioner of Education may grant an additional one-time extension  
 431 of the probationary period for the school year commencing July 1, 2021,  
 432 to any person who has been appointed as an acting superintendent and  
 433 has not been able to become properly certified or successfully complete  
 434 a school leadership program approved by the State Board of Education  
 435 during the school years commencing July 1, 2019, and July 1, 2020."

This act shall take effect as follows and shall amend the following sections:		
Sec. 3	<i>from passage</i>	New section

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Sec. 501	<i>July 1, 2021</i>	New section
Sec. 502	<i>July 1, 2021</i>	New section
Sec. 503	<i>July 1, 2021</i>	New section
Sec. 504	<i>from passage</i>	New section
Sec. 505	<i>July 1, 2021</i>	10-233m
Sec. 506	<i>July 1, 2021</i>	10-148a(a)
Sec. 507	<i>July 1, 2021</i>	10-220a(a) and (b)
Sec. 508	<i>July 1, 2021</i>	10-220(b)
Sec. 509	<i>July 1, 2021</i>	10-155k
Sec. 510	<i>from passage</i>	New section
Sec. 511	<i>July 1, 2021</i>	10-222k(c)
Sec. 512	<i>from passage</i>	New section
Sec. 513	<i>from passage</i>	New section