



Acts Affecting Education

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Notice to Readers

This report provides summaries of new laws (public acts and special acts) significantly affecting education enacted during the 2021 regular session and June 2021 special session (JSS). OLR's other Acts Affecting reports, including Acts Affecting Children, are, or will soon be, available on OLR's website: <https://www.cga.ct.gov/olr/actsaffecting.asp>.

Each summary indicates the public act (PA) or special act (SA) number. Not all provisions of the acts are included. The report does not include vetoed acts unless the veto was overridden. Complete summaries of public acts are, or will soon be, available on OLR's website: <https://www.cga.ct.gov/olr/olrsums.asp>.

Readers are encouraged to obtain the full text of acts that interest them from the Connecticut State Library, House Clerk's Office, or General Assembly's website: <http://www.cga.ct.gov>.

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Curriculum and Instruction

Black and Latino Studies Course

The budget implementer act requires that the high school course in Black and Latino studies, which prior law required only for the 2022-2023 school year, also be offered in each subsequent school year. The law also specifies that the course must be the one approved by the State Board of Education (SBE).

The same law requires the State Education Resource Center (SERC) to provide technical assistance for teacher professional development and in-service training for those teaching the Black and Latino studies course. It also allows school districts to accept grants and gifts for the professional development and training ([PA 21-2](#), June Special Session (JSS), §§ 385, 406 & 407, various effective dates).

Defining Reading in the Required Program of Instruction for Schools

This year's budget implementer act modifies the definition of reading in the required program of instruction for all public schools. It defines reading as evidenced-based instruction that focuses on competency in the following areas: oral language, phonemic awareness, phonics, fluency, vocabulary, rapid automatic name or letter name fluency, and reading comprehension ([PA 21-2](#), JSS, § 397, effective July 1, 2022).

Model Curriculum for Grades K-8

A new law requires the State Department of Education (SDE), in collaboration with SERC, to develop a model curriculum by January 1, 2023, that local and regional boards of education may use for grades kindergarten through eight. The act establishes several requirements for the model curriculum, including what subject matter must be incorporated, and requires SDE to make the model available to boards of education and on the department's website ([PA 21-2](#), JSS, §§ 374 & 375, effective July 1, 2021).

Native American Studies in Public Schools

This year's budget implementer act adds Native American studies to public schools' required program of instruction as part of their social studies curriculum beginning in the 2023-24 school year, with a focus on the Northeastern Woodland Native American Tribes of Connecticut. To develop and implement the curriculum, boards of education may use materials that the SBE makes available or other existing and appropriate public or private materials, personnel, and resources ([PA 21-2](#), JSS, §§ 376 & 377, various effective dates).

Reading Curriculum Models and Literacy Center

The legislature enacted a law creating a new Center for Literacy Research and Reading Success (i.e., “literacy center”) within SDE with the authority to recommend reading curriculum models or programs for prekindergarten to grade three that generally all school districts must use.

The literacy center must approve the curriculum models or programs by July 1, 2022, and boards education must begin implementing them by July 1, 2023. The law (1) allows school districts to ask for additional time to implement the models or programs and (2) creates a waiver process under which a district may apply to use a different one if it meets certain criteria detailed in the law ([PA 21-2](#), JSS, §§ 394-396 & 402, effective July 1, 2021).

Early Childhood Education

Background Checks for Child Care Workers

A new law expands the types of child care employees who must undergo pre-employment background checks to include any position involving unsupervised access to a child in a day care center or group care home. It also conforms current standards to federal regulations regarding when these new employees may begin working. Additionally, the law increases the minimum age threshold, from 16 to 18, for mandatory background checks for household members of family child care homes ([PA 21-172](#), §§ 7 & 8, effective October 1, 2021).

Birth-to-Three Coordinator Disciplinary Protections

Existing law prohibits local or regional boards of education from disciplining, suspending, terminating, or otherwise punishing any planning and placement team (PPT) member employed by the board who discusses or makes recommendations about special education and related services for a child during a PPT meeting. A new law extends this protection to Birth-to-Three service coordinators or qualified personnel concerning PPT meetings or transition plans ([PA 21-46](#), § 26, effective July 1, 2021).

Birth-to-Three Program and Planning and Placement Team Meetings (PPTs)

Among other things, a new law:

1. requires that each recommendation made in a child’s or pupil’s Birth-to-Three individualized transition plan be addressed by the PPT at any meeting at which an educational program for the child or pupil is developed;

2. allows the child's or pupil's Birth-to-Three service coordinator, if any, to attend and participate in any part of the meeting at which the child's or pupil's educational program is developed, reviewed, or revised;
3. expands the information that the responsible local or regional board of education must give the parent, guardian, surrogate parent, or pupil at each initial PPT; and
4. requires each local or regional board of education to monitor the developmental delay of certain children ([PA 21-46](#), § 25, effective July 1, 2021).

Birth-to-Three Program Fee Elimination and Expansion

The General Assembly prohibited the Office of Early Childhood (OEC) commissioner from charging a fee for the Birth-to-Three program, thus eliminating prior law's requirement to charge fees on a sliding scale. The new law also requires the OEC commissioner to expand the Birth-to-Three Program to provide early intervention services to children in the program who (1) turn three after May 1 but before the school year begins and (2) are eligible for certain preschool programs ([PA 21-46](#), §§ 24 & 28, effective upon passage; [PA 21-2](#), JSS, § 419, effective July 1, 2021).

Birth-to-Three Teaching Credentials

The legislature enacted a law that increases the education commissioner's flexibility in determining the credential needed to teach in the Birth-to-Three program. Under the new law, she may allow someone to teach in the program if the person holds a teaching endorsement in (1) special education, (2) integrated early childhood and special education, (3) partially sighted, (4) blind, and (5) hard of hearing ([PA 21-172](#), § 15, effective July 1, 2021).

Care 4 Kids Expansion

The legislature extended eligibility for Care 4 Kids child care subsidies to people who are enrolled or participating in certain postsecondary or adult education programs or job training or employment programs. These groups are eligible for the subsidies only if federal COVID-19 related relief funds are available.

Additionally, the legislature required the OEC commissioner to add new categories of parents and caretakers to the list of people who must receive preference in Care 4 Kids priority intake and eligibility ([PA 21-171](#), § 3, effective July 1, 2021).

Child Care Evaluation and Improvement

The General Assembly expanded the law allowing OEC to retain up to 2% of certain appropriations to conduct program evaluations and pilot innovative service delivery by adding group and family

child care homes to the law’s definition of “early care and education and childhood development programs.” The legislature also removed the condition that OEC keep its quality improvement services and licensing services separate when monitoring and evaluating child care centers, group child care homes, and family child care homes ([PA 21-172](#), §§ 4 & 6, effective July 1, 2021).

Developmental and Social-Emotional Delay Screenings

A new law requires that within two months after a child is determined to be ineligible for preschool programs under the federal Individuals with Disabilities Education Act, the child and his or her family be referred to a mobile application designated by the OEC commissioner for continued screening for developmental and social-emotional delays in partnership with the child’s school district ([PA 21-46](#), § 27, effective July 1, 2021).

Early Childhood Workforce Development Needs Task Force

A new law creates a 13-member early childhood workforce development needs task force, which must examine various topics related to employment opportunities, compensation, licensing and credentials, and educator preparation. The task force must report its findings to the Education Committee by January 1, 2023 ([PA 21-171](#), § 2, effective July 1, 2021).

Family Child Care Home Licenses for Partnership Providers

The legislature passed a new law allowing the OEC commissioner to issue up to seven family child care home licenses for a person or group of people to provide child care services in a commissioner-approved space in partnership with an association, organization, corporation, institution, or public or private agency. These licenses may be issued in FYs 22-26 for up to one space in each of the following cities: Bridgeport, Danbury, Hartford, New Britain, New Haven, Stamford, or Waterbury ([PA 21-171](#), § 1, effective July 1, 2021).

Home Visiting System

The General Assembly changed the name of the Nurturing Families Network to the Connecticut Home Visiting System and modified the program’s scope to include young children as well as infants ([PA 21-172](#), §§ 4 & 11-14, effective July 1, 2021).

OEC Duties

The legislature added the following responsibilities to OEC’s list of required programs and services: (1) working with incarcerated parents, (2) promoting doula work to help women with high-risk pregnancies have healthy births, and (3) supporting homeless diversion for families with young children ([PA 21-172](#), § 12, effective July 1, 2021).

Substitute Staff in Family Child Care Homes

A new law allows family child care home licensees to use an OEC-approved substitute staff member to provide child care for more than one hour while the licensee attends a medical appointment, receives medical treatment, or completes education or training. It requires the licensee to provide notice to the families and continue to maintain day-to-day control of the child care operations ([PA 21-171](#), § 1, effective July 1, 2021).

School Readiness Assistance and Child Care Facility Grants

The legislature allowed OEC to provide school readiness financial assistance (i.e., grants) directly to providers by contract and eliminated the prior way these grant amounts were determined. It also expanded the eligibility for state contracts for child-care facility development grants to include group and family child care homes ([PA 21-172](#), §§ 2 & 5, effective July 1, 2021).

School Readiness Liaison

Beginning with the 2022-23 school year, a new law requires the board of education for any town that has not established a school readiness council to designate a school readiness liaison. The liaison must (1) be a school district employee and (2) serve as an informational resource for parents of children transitioning from the Birth-to-Three program to a public elementary school ([PA 21-46](#), § 29, effective July 1, 2021).

School Readiness Program Changes

A new law requires (1) that at least 25% of the membership of each local school readiness council consist of parents of program-eligible children and (2) the council to document efforts to ensure that the racial, ethnic, and socioeconomic composition of the council reflects that of the town. It also changes how the council chairperson is selected.

The same law also adds facilitating racial, ethnic, and socioeconomic diversity of children, families, and staff to the list of goals for the network of school readiness programs the OEC must foster ([PA 21-172](#), §§ 1 & 3, effective July 1, 2021).

State-Contracted Child Care Center Program Participation

A new law requires OEC to allow Care 4 Kids-eligible families to participate in a state-contracted child care center program in FYs 22-23 ([PA 21-171](#), § 4, effective July 1, 2021).

Grants and Funding

Alliance District Plans

Existing law lists various goals that a board of education may include in its application for alliance district funds. A new law adds to this list the goal of implementing a policy to improve grade 12 and adult education students' FAFSA (Free Application for Federal Student Aid) completion rates ([PA 21-199](#), § 7, effective July 1, 2021).

CT Grown for CT Kids Grant

A new law requires the Department of Agriculture, in consultation with an advisory committee, to administer the new CT Grown for CT Kids Grant Program to help local and regional boards of education develop farm-to-school programs. The grants must assist programs that will (1) increase the availability of local foods in child nutrition programs and (2) allow educators to use hands-on techniques to teach students about nutrition and farm-to-school connections. Local school boards, day care centers, and other organizations are eligible for the grants ([PA 21-2](#), JSS, § 364, effective July 1, 2021).

Education Program Grant Caps

The budget implementer act caps seven education grants to local boards of education for FYs 22 and 23. The caps, which had been set to expire on June 30, 2021, require that grants be proportionately reduced if the state budget appropriations do not meet the full amounts required by the respective statutory formulas. They apply to grants for, among other things, bilingual education, excess special education costs, regional educational service centers, and adult education ([PA 21-2](#), JSS, §§ 366-372, effective July 1, 2021).

Federal Funds for Otherwise Unentitled Schools

This year's budget implementer act requires SDE, to the extent federal law allows, to distribute funding provided from the federal Elementary and Secondary School Emergency Relief Fund in response to the COVID-19 pandemic that would otherwise be unavailable to the following schools: (1) any school ineligible for federal Title I funding or (2) any SBE-approved incorporated or endowed high school or academy (i.e., The Gilbert School, Norwich Free Academy, and Woodstock Academy) ([PA 21-2](#), JSS, § 351, effective July 1, 2021).

Minimum Budget Requirement (MBR)

The legislature made permanent the minimum budget requirement (MBR) for local education budgeting, which limits whether a town can reduce its education appropriation. In doing so, it also

(1) continued to exempt certain high-performing school districts from the MBR; (2) renewed several MBR options in prior law allowing a town to reduce its MBR in some circumstances; and (3) added additional MBR exclusions for federal COVID-19 funds and for state school security grants for all school districts ([PA 21-2](#), JSS, §§ 346 & 347, effective July 1, 2021).

Magnet School Operating Grants

Prior law allowed per-pupil magnet school operating grants to be prorated by the state to reflect available appropriations. This year's budget implementer act removes this provision, thereby requiring the state to fully fund the grants ([PA 21-2](#), JSS, § 357, effective July 1, 2021).

Manufacturing Program Tuition and Fee Waiver

Since FY 20, state law has required the Board of Regents for Higher Education (BOR) to waive tuition and fees for Ansonia High School students to attend College Connections at Derby High School. This year's budget implementer act requires BOR to also waive tuition and fees for Ansonia High School students who participate in another manufacturing program offered in Ansonia or Derby ([PA 21-2](#), JSS, § 362, effective July 1, 2021).

Office of Fiscal Analysis Modeling of an Education Funding Proposal

A new law requires the Office of Fiscal Analysis (OFA) to conduct an independent modeling of the education funding proposal described in SB 948 of the 2021 regular legislative session, as favorably reported by the Education Committee. SB 948 proposes, among other education funding changes, a funding mechanism under which the per-student grants for magnet schools, charter schools, agricultural science and technology education centers ("vo-ag centers"), and the Open Choice program are merged into one grant program.

OFA must submit the modeling and a draft report to the education commissioner for review and comment by December 15, 2021, with a final report to the Education and Appropriations committees by January 15, 2022 ([PA 21-2](#), JSS, § 373, effective upon passage).

Open Choice Program Expansion

The budget implementer act expands the Open Choice Program to include up to 50 students from Danbury and up to 50 from Norwalk in the 2022-23 school year. Participating students may continue attending school in the receiving district until they graduate from high school.

Open Choice is a voluntary inter-district public school attendance program that allows students from urban districts to attend suburban schools and vice versa, on a space-available basis. SDE

provides a per-student grant for school districts that receive Open Choice students ([PA 21-2](#), JSS, § 365, effective July 1, 2021).

Recovery of Misused State Funds

A new law allows the attorney general, on behalf of SDE, to bring a civil suit against any person, firm, corporation, business, or combination of these, including a charter school management organization, if the department has reason to believe that the party has misused state funds or state resources ([PA 21-144](#), § 7, effective upon passage).

Regional Performance Incentive Program Grants for Regional Education Service Centers

This session, the legislature modified the entities and projects that are eligible for Regional Performance Incentive Program (RPIP) funding. It limited eligibility for RPIP grants to regional educational service centers (RESC) and regional councils of governments (COGs), thus eliminating eligibility for, among others, boards of education serving a population of more than 100,000.

The law also modifies RPIP application requirements in several ways, principally by requiring a resolution from the applying COG or RESC stating that it will fund at least 25% of the proposal's first year costs and all of its costs by the fourth year ([PA 21-2](#), JSS, § 177, effective upon passage).

Regional Vocational Agricultural (Vo-Ag) Centers Grant

In the budget implementer act, the legislature increased the annual state grant for each student enrolled in a vo-ag center from \$4,200 to \$5,200. As under existing law, the grants are within available appropriations ([PA 21-2](#), JSS, § 418, effective July 1, 2021).

Residency-Based Magnet School Grant Conditions

This year's budget implementer act extends through FY 23 the prohibition on SDE awarding grants to magnet schools that fail to meet certain residency-based enrollment conditions (e.g., have no more than 75% of their enrollment from one school district). The act allows the education commissioner to waive these conditions if she finds it appropriate and she approves a plan to bring the school into compliance with the residency standards and with the reduced-isolation setting standards as required by law. It similarly allows her to waive a provision that reduces grant amounts to certain magnet school operators that do not enroll at least half of their incoming students from Hartford ([PA 21-2](#), JSS, §§ 354-356, effective July 1, 2021).

State Charter School Funding Formula

This year's budget implementer act creates a new funding formula for state charter schools to replace the prior law's uniform per-pupil operating grant. The new formula uses the Education Cost Sharing (ECS) foundation dollar amount as a baseline and adds to it a school's "charter-grant adjustment," which is based on the school's weighted enrollment of English language learners and students eligible for free or reduced price meals or free milk ([PA 21-2](#), JSS, § 352, effective July 1, 2021).

Town Education Funding

Under a new law, each town will receive at least the same ECS grant amount in FYs 22 and 23 as it did in FY 21. Under an established 2017 schedule, towns that are overfunded were due to receive a decrease in each of the next two years, but the new law "holds harmless" overfunded towns while increasing the funding for all other towns as per the 2017 schedule.

The new law also increases the (1) weighting for "need students" in the ECS formula for English language learners and concentrated poverty and (2) ECS bonus for towns that send students to regional schools. Finally, the law expands the regional bonus to include towns that send students to endowed academies that serve as a public high school ([PA 21-2](#), JSS, §§ 348-350, effective July 1, 2021).

Youth Service Bureau Grants

Existing law requires the Department of Children and Families (DCF) commissioner to establish a Youth Service Bureau (YSB) grant program that, within available appropriations, awards \$14,000 grants to eligible bureaus that applied for grants during specific fiscal years (most recently FY 19 under prior law). This year's budget implementer act allows YSBs that applied for a grant during FY 21 to be eligible for the grant.

YSBs coordinate community-based services that provide prevention and intervention programs for delinquent, pre-delinquent, pregnant, parenting, and troubled youths referred to them by schools and other institutions ([PA 21-2](#), JSS, § 360, effective July 1, 2021).

Health and Safety

Commission on the Disparate Impact of COVID-19

A new law establishes a 22-member commission within the legislature to analyze and identify the cause of any disparate impact of COVID-19 and the federal and state responses to it on different racial, ethnic, gender, and socioeconomic groups. The commission's powers and duties include

appointing and convening at least two working groups to analyze COVID-19's impact, including one on education, housing, and human services ([SA 21-37](#), effective July 1, 2021).

Community Resources Document

A new law requires the SDE commissioner to develop and annually update a document for local and regional boards of education that provides information on educational, safety, mental health, and food insecurity resources and programs available for students and their families. The document must include (1) providers of these resources and programs, including DCF, SDE, the Department of Mental Health and Addiction Services, and local food banks; (2) descriptions of the resources and programs; and (3) relevant contact information and websites ([PA 21-46](#), § 15, effective upon passage).

Criminal History Records Checks for School Personnel

A new law removes prior law's requirement that the criminal history records checks for charter school governing council or management organization members and certain contractors be conducted in accordance with the state law governing their procedure (e.g., include access to FBI criminal history information) ([PA 21-144](#), § 6, effective upon passage).

Emergency Action Plans for School Athletic Events

The General Assembly enacted a law requiring each school district and private school, starting with the school year beginning July 1, 2022, to create and apply an emergency action plan to respond to serious and life-threatening sports-related injuries during interscholastic or intramural athletic events. Each plan must (1) have procedures to follow when a student sustains a serious injury or illness during the event and (2) include certain components, such as the staff responsible for implementing the plan ([PA 21-92](#), effective July 1, 2021).

Exertional Heat Illness Training for Coaches and Student Athletes

Beginning with the 2022-23 school year, a new law requires any person with an SBE-issued coaching permit who coaches intramural or interscholastic athletics to complete an exertional heat illness awareness education program. They must do this before beginning their coaching assignment for the season and then review the program annually before the start of each coaching season. SBE may revoke the permits of coaches who do not comply with the requirement.

Additionally, the new law requires school boards, starting with the 2022-23 school year, to prohibit a student athlete from participating in intramural or interscholastic athletics unless the student and his or her parent or guardian completes written, online, or in-person training on exertional heat

illness. The parent or guardian must sign an athletic participation informed consent form issued by the school board acknowledging compliance with the requirement ([PA 21-87](#), effective July 1, 2021).

Health Assessments for Students with Asthma

A new law requires school boards to report to the Department of Public Health and their local health department on students who are diagnosed with asthma in grades 9 or 10, instead of grades 10 or 11 as under prior law. In doing so, it aligns the reporting schedule with the schedule school boards must follow for conducting the student health assessments required under existing law ([PA 21-121](#), § 67, effective July 1, 2021).

Hearing Process for Operating a Youth Camp Without a License

A new law creates a notification and hearing process for youth camp operators accused of operating without a license. It specifies what information OEC must include in the notification and the steps the operator must take to request a hearing ([PA 21-172](#), § 16, effective upon passage).

Racial Disparities in Education

A new law declares that racism is a public health crisis in Connecticut and will continue to be one until the state reduces, by at least 70%, racial disparities in specified indicators in four areas, including education. It requires the newly established Commission on Racial Equity in Public Health to determine the percentages of racial disparity in the state in these areas.

The education-related indicators include kindergarten readiness, third-grade reading proficiency, mastery examination scores, school-based discipline rates, high school graduation rates, and retention rates after the first year of study for in-state higher education institutions ([PA 21-35](#), §§ 1-4, effective upon passage).

School-Based Health Center Working Group

A new law establishes a working group to develop recommendations for the strategic expansion of school-based health center (SBHC) services in the state. Among other things, the group must consider (1) specific regions where additional SBHCs may be needed, (2) options to expand their services and insurance reimbursement, and (3) ways to provide additional support for SBHCs to expand telehealth services. By February 1, 2022, the group must report its findings and recommendations to the Public Health and Appropriations committees ([PA 21-35](#), § 16, effective upon passage).

School Bus and Student Transportation Vehicle (STV) Safety Training

New legislation allows certain school bus and STV training programs to be offered fully or partially through distance learning as long as it includes interactive components such as mandatory interactions, participation, or testing. It specifically applies to (1) school bus and STV operator safety training administered by Department of Motor Vehicles and (2) school bus operator safety training required by a town or regional school district ([PA 21-106](#), §§ 27 & 28, effective upon passage).

School Bus Equipment

A new law allows school buses to be equipped with an extended stop arm (i.e., a device attached to a stop semaphore that when activated displays a stop sign and extends between three and six feet from the left side of a school bus) ([PA 21-106](#), § 38, effective October 1, 2021).

School Bus Passing Violations

New legislation modifies school bus passing violation ticket issuances that are based on evidence from a school bus violation detection video monitoring system (i.e., stop arm cameras). Specifically, it (1) extends, from 10 to 30 days, the deadline for law enforcement to issue a ticket after a violation is recorded and (2) removes the requirement for a signed affidavit from the person who witnessed the violation live ([PA 21-106](#), § 42, effective October 1, 2021).

School Immunization Requirements

A new law eliminates the state's religious exemption from immunization requirements for individuals attending (1) public and private schools, including higher education institutions, and (2) child care centers and group and family day care homes. It grandfathered in students enrolled in grades kindergarten or higher who submitted a religious exemption prior to April 28, 2021, and continues to do so if they transfer to another public or private primary or secondary school in the state.

Children with prior religious exemptions who are enrolled in pre-kindergarten or other preschool programs generally must comply with immunization requirements by September 1, 2022, or within 14 days after transferring to a different public or private program, whichever is later. However, the timeframe may be extended if the child presents a written declaration from his or her physician, physician assistant, or advanced practice registered nurse that an alternative immunization schedule is recommended ([PA 21-6](#), effective April 28, 2021).

School Resource Officers (SROs) and Social-Emotional Training

The General Assembly passed a new law requiring that, on and after July 1, 2021, all SRO memos of understanding entered into between school districts and law enforcement agencies require SROs to complete any training related to social-emotional learning and restorative practices provided to teachers and administrators as part of professional development. The training must be completed while officers are performing their SRO duties when assigned to the school ([PA 21-95](#), § 8, effective July 1, 2021).

School Safety Infrastructure Criteria

A new law requires the Department of Administrative Services (DAS), when reviewing final plans of any phase of a school building project for conformity with certain requirements (e.g., the State Building Code), to also review them for conformity with school safety infrastructure criteria ([PA 21-145](#), § 13, effective October 1, 2021).

Social-Emotional Learning Assessment for Students

The legislature enacted a law that allows each local and regional board of education, beginning with the 2021-2022 school year, to administer a social-emotional learning assessment to students. The law requires that parents and guardians be given prior notice and grant permission before the assessment may be administered ([PA 21-95](#), § 4, as amended by [PA 21-2](#), JSS, § 386, effective July 1, 2021).

Social-Emotional Support Strategy and Learning Standards

A new law requires the Social Emotional Learning and School Climate Advisory Collaborative (“SEL Collaborative”) to develop a statewide social-emotional support strategy in consultation with specified entities to provide support and assistance to boards of education. The law specifies the items that must be included (e.g., recommendations for hiring and training staff). The legislature also enacted a related provision that requires SDE to develop, by October 1, 2022, student social-emotional learning standards for grades 4-12 (standards already exist for pre-kindergarten through grade three) ([PA 21-95](#), §§ 5 & 6, effective July 1, 2021).

Student Mental Health Wellness Days

Beginning with the 2021-2022 school year, a new law requires local or regional boards of education to allow any student enrolled in grades kindergarten through 12 to take two mental health wellness days during the school year ([PA 21-46](#), § 19, effective July 1, 2021).

Task Force to Study Children’s Needs

The legislature established a 25-member task force to study Connecticut children’s comprehensive needs and the extent to which educators, community members, and local and state agencies are meeting them. Among other things, the task force must (1) identify children’s needs using certain tenets of the whole child initiative developed by the Association for Supervision and Curriculum Development and (2) recommend new programs or changes to existing programs to better address children’s needs. The task force must report to the Committee on Children by January 1, 2022 ([PA 21-46](#), § 30, effective upon passage).

Vision Screening

Prior law allowed the annual in-school vision screening in public schools for kindergarten to grade one and grades three through five to be performed using (1) a Snellen chart or (2) an equivalent screening device, such as an automated vision screening device. A new law instead specifies that the screening may be performed using (1) a Snellen chart or an equivalent screening device or (2) an automated vision screening device. This allows the use of automated vision screening devices that are not equivalent to a Snellen chart ([PA 21-95](#), § 2, effective July 1, 2021).

Working Group to Study the School Bullying Statute

The legislature passed a new law that requires the SEL collaborative to convene a working group to (1) study the state school bullying statutes and make legislative recommendations and (2) provide technical support to local school districts regarding adoption of the Connecticut Association of Schools’ Connecticut Model School Climate Policy ([PA 21-95](#), § 7, effective upon passage).

School Construction

DAS Technical High School Status Report

This year’s school construction legislation requires DAS, starting by January 1, 2023, to (1) biennially develop a status report on all current and pending school building projects for the Technical Education and Career System and (2) submit it to the Education Committee ([PA 21-111](#), § 115, effective July 1, 2021).

School Construction Contracts for Construction Management Services

The budget implementer act delays, from July 1, 2021, until July 1, 2022, the effective date for changes to the law addressing how school construction contracts are awarded for construction management services. It instead maintains the selection criteria required by current law until July 1, 2022. After that date, awarding authorities (e.g., boards of education) must evaluate additional

elements of a construction manager’s proposal, including whether the construction manager intends to self-perform any element of the project ([PA 21-2](#), JSS, § 489, effective July 1, 2021) .

School Construction Grant Commitments

This year’s bond act authorizes 15 school construction state grant commitments totaling \$392.9 million toward total project costs of \$637.7 million. It also reauthorizes two high school renovation projects with additional estimated project costs of \$119.7 million, with the state's share estimated at \$111.4 million ([PA 21-111](#), § 113, effective upon passage).

School Construction Project Exemptions, Waivers, and Modifications

This year’s school construction legislation exempts 17 school construction projects from certain statutory and regulatory requirements to allow them to, among other things, qualify for state reimbursement grants, receive higher reimbursement percentages for these grants, or waive certain audit deficiencies ([PA 21-111](#), §§ 116-119 & 121-128, effective upon passage, as amended by [PA 21-2](#), JSS, §§ 487 & 490, effective July 1, 2021).

New Britain School Building Committee

The legislature enacted a new law that specifies the appointment requirements for the New Britain building committee responsible for overseeing the Holmes Elementary School building project ([PA 21-111](#), § 120, effective upon passage).

Water Bottle Filling Stations

The school construction legislation requires that water bottle filling stations be included in all school building projects for new construction, renovation, or replacement on any project list DAS submits to the General Assembly beginning July 1, 2022 ([PA 21-111](#), § 114, effective July 1, 2021).

School Districts and Boards of Education

Advanced Course Enrollment Policy

A new law requires boards of education, by July 1, 2022, to create or revise a policy for student placement in advanced academic courses or programs that is not based exclusively on academic performance. The policy must (1) offer multiple ways for students to become eligible, including recommendations from teachers, administrators, school counselors, or other school personnel, and (2) align with SDE guidance ([PA 21-199](#), § 3, effective July 1, 2021).

Board of Education Hearings

A new law limits the topics for hearings that result from a town's electors petitioning the board of education to only questions related to the board's provision of education. Prior law allowed the town's electors to petition the board of education to hold a public hearing on any question ([PA 21-95](#), § 1, effective July 1, 2021).

FAFSA Completion Rates

A new law requires boards of education to adopt a policy to improve FAFSA completion rates among grade 12 students and adult education students. It also requires SDE to annually publish and make available on its website the student FAFSA completion rate for each high school's and school district's graduating class ([PA 21-199](#), §§ 6 & 8, effective July 1, 2021).

Native American Mascots or Team Names and Municipal Eligibility for Certain Grants

Beginning in FY 23, the budget implementer act generally makes municipalities ineligible for grants from the Mashantucket Pequot and Mohegan Fund if a public school or associated athletic team under their board of education's jurisdiction uses Native American names, symbols, or images for its mascot, nickname, logo, or team name. However, these municipalities may retain their grant eligibility if the school or athletic team uses a name, symbol, or image that depicts or refers to a tribe or a Native American individual or custom with the appropriate tribe's consent.

The new law additionally provides a grace period until FY 24 for municipalities that notify the Office of Policy and Management (OPM) that (1) the school or team uses but intends to change their mascot, name, or logo, or seek tribal consent to use it, and (2) includes the reason why the school or team has not changed it or sought the consent already ([PA 21-2](#), JSS, § 63, effective July 1, 2021).

Public School Enrollment and Services for Military-Connected Students

Under a new law, boards of education must accept certain military orders indicating a member's transfer to the state as proof-of-residency for public school enrollment purposes, enabling military members' children to meet registration and application deadlines in advance of their physical relocation to the state. The law additionally requires SBE, within available appropriations, to establish a Purple Star School Program to designate schools that provide specific support services and assistance for military-connected students and their families (e.g., a designated military liaison, a student-led transition program, and staff training) ([PA 21-86](#), effective July 1, 2021).

Regional Board of Education Reserve Funds

This year's budget implementer act increases the maximum amount that a regional board of education can deposit in a capital and nonrecurring expenditures reserve fund from 1% to 2% of the district's budget for the fiscal year. As under existing law, this percentage consists of the aggregate amount of annual and supplemental district appropriations ([PA 21-2](#), JSS, § 363, effective July 1, 2021).

Safe School Climate Committee Members

New legislation expanded the membership of the safe school climate committee, which every school must have under the state's anti-bullying law. The new law requires that each committee include (1) at least one teacher, appointed by the teachers' union; (2) medical and mental health staff assigned to the school; and (3) in the case of a committee at a high school, at least one student from the high school who is selected by the school's students in a manner the school principal determines. The law prohibits student committee members from participating in any activity that may compromise a student's confidentiality ([PA 21-95](#), § 14, effective July 1, 2021).

School Board Distribution of Children's Mental Health Resources

A new law requires DCF, by December 1, 2021, to develop a document for each mental health region describing the behavioral and mental health evaluation and treatment resources available to children. It requires each board of education to:

1. make the applicable DCF document available on the board's website by January 1, 2022, and
2. starting January 1, 2022, distribute it (a) to any student taking a course in health and safety and (b) at least semiannually, in September and May, to the parents and guardians of each student in the school district ([PA 21-116](#), § 2, effective July 1, 2021).

School Lunch Debt

Beginning with the 2021-2022 school year, a new law requires boards of education to include in their policies or procedures for collecting unpaid school meal charges a prohibition on publicly identifying or shaming a child for any unpaid meal charges. The law also allows boards of education to accept gifts, donations, or grants from any public or private source to pay off unpaid meal charges ([PA 21-46](#), § 20, effective July 1, 2021).

School Lunch Program Reporting

Under a new law, any board of education with at least one school in its district that qualifies for the maximum federal reimbursement for all school meals served under the Community Eligibility

Provision (CEP) must annually report to SDE if it does not implement the CEP. The report must be submitted by December 1 and explain the reasons for not implementing the CEP.

The CEP generally allows a school or an entire district to serve free breakfast and lunch to all students without collecting household applications if at least 40% of its enrolled students participate in another means-tested program, such as the Supplemental Nutrition Assistance Program or Temporary Assistance for Needy Families ([PA 21-199](#), § 1, effective July 1, 2021).

Union Access to Public Employees

A new law requires public employers (including boards of education) to provide public employee unions with certain information about new and current employees (e.g., their contact information) and access to new employee orientations and government buildings to conduct meetings. Among other things, the new law also requires public employers to (1) rely on a union's certification that it has the necessary employee payroll deduction authorizations (e.g., to deduct union dues) and (2) direct employee requests to cancel or change their deductions to the union rather than the employer ([PA 21-25](#), effective October 1, 2021).

Voter Information Distribution at High Schools

The budget implementer act requires registrars of voters to annually distribute information, on the fourth Tuesday in September, at each public high school about the qualifications and procedures for registering to vote. Registrars and the school principal must determine the best distribution method ([PA 21-2](#), JSS, § 93, effective upon passage).

Weighted Grading Policy

A new law requires boards of education to update their written weighted grading policy to address whether the following courses or programs are given added weight for grade point averages and class rank calculation, in addition to honors and advanced placement classes under existing law: International Baccalaureate, Cambridge International, dual enrollment, dual credit, or early college. It also requires boards to update the policy as necessary once it is established ([PA 21-199](#), § 13, effective July 1, 2021).

Special Education

Auditing Special Education Providers

The legislature made various changes in statutes about the state auditors, auditing, and other related topics. Among other things, a new law specifies that private providers of special education

services are subject to auditing requirements regardless of whether they receive state or local funds directly or indirectly ([PA 21-145](#), § 5, effective October 1, 2021).

Special Education Task Force

The legislature established a 15-member task force to study the provision of special education services and funding during the 2016-17 through 2019-20 school years. The task force must submit a report on its findings and recommendations to the Education Committee by January 1, 2022 ([PA 21-95](#), § 3, effective upon passage).

Transition Services in Special Education

A new law requires PPTs for special education students to write transition services into all 14-year-olds' individualized education programs and update them annually. Prior law required this beginning at age 14 only for students with autism spectrum disorder ([PA 21-144](#), § 1, effective July 1, 2021).

State Department of Education & State Board of Education

Duties for the New Reading and Literacy Center

The legislature enacted a law that transfers various reading and literacy duties from SDE to the new literacy center within SDE. The new law requires the literacy center, rather than SDE, to (1) compile a list of approved reading assessments for use by boards of education to identify children kindergarten through grade three who are reading below proficiency, (2) operate the reading readiness program, and (3) develop the statewide reading plan. The center must complete the statewide reading plan by January 1, 2023.

Furthermore, the same law requires SDE to submit an evaluation of the literacy center to the Education and Appropriations committees by February 1, 2024 ([PA 21-2](#), JSS, §§ 398, 400, 401 & 404, effective July 1, 2022).

FAFSA Working Group

A new law requires the education commissioner to establish a working group of at least 11 members to develop ways to improve student FAFSA completion rates. The group must report its strategies and recommendations to the Education and Higher Education committees by December 1, 2024 ([PA 21-199](#), § 9, effective upon passage).

Intensive Reading Instruction Program

The budget implementer act broadens the intensive reading instruction program and transfers it from SDE to the new literacy center. By law, the instruction program has several components, including (1) an intensive reading intervention strategy, (2) supplemental reading instruction, and (3) a summer reading program.

Prior law required the education commissioner to choose five to 10 elementary schools to participate in the instruction program. The new law broadens the program by (1) requiring the literacy center to provide the program to any alliance district board of education (there are 33) that requests it or (2) allowing the center to include the instruction program in the tiered supports in early literacy provided under the reading readiness program ([PA 21-2](#), JSS, § 399, effective July 1, 2022).

K-3 Reading Assessment

A new law requires SDE to revisit the reading assessments for grades kindergarten through three that it previously developed and approved. Specifically, it must reconsider them by July 1, 2022, in light of the recommendations made in Appendix G of the Task Force to Analyze the Implementation of Laws Governing Dyslexia Instruction and Training's final report. Boards of education must begin using these assessments in the 2023-24 school year to identify kindergarten through grade three students who are below proficiency in reading.

The new law also makes changes to the assessments' methodology for identifying these students and requires SDE to provide guidance to boards of education by January 1, 2023, about administering the approved assessments. The SDE commissioner must submit to the Education Committee by February 1, 2023, the revised reading assessments and the newly developed or approved guidance to school boards ([PA 21-168](#), § 7, effective July 1, 2021).

Material Changes to Charter School Operations

This year's budget implementer act requires SDE to review and recommend approval of charter school material change requests before they are acted on by SBE. It also creates new submission and review procedures for material change requests that seek to increase charter school enrollment capacity by 20% or more ([PA 21-2](#), JSS, § 353, effective July 1, 2021).

Office of Dyslexia and Reading Disabilities

The legislature passed a new law establishing an Office of Dyslexia and Reading Disabilities in SDE. This office must (1) verify whether teacher preparation programs and teacher certification

applicants comply with state law’s dyslexia instruction and training requirements and (2) provide guidance to higher education institutions and other teacher preparation program providers about how to verify whether practicum hour supervisors have obtained certain qualifications.

The new law also requires SDE to submit to the Education and Higher Education committees (1) annual status reports about the office’s establishment and staffing, (2) outcomes of its compliance verification of teacher preparation programs and certification applicants, and (3) an outline of reading assessments developed or approved and related guidance for boards of education ([PA 21-168](#), §§ 1-4, 6 & 9-10, effective July 1, 2021).

Reading Assessment Data Center

A new law allows SDE to partner with a public college or university to establish a data center to guide the department and boards of education in reading assessments’ use and effectiveness. The center may track (1) which reading assessment is used by each board of education and (2) student information by demographic background, school district, and reading assessment dates and scores ([PA 21-168](#), § 7, effective July 1, 2021).

Reading Proficiency Family History Questionnaire

A new law requires SDE to develop or approve a voluntary family history questionnaire to help identify students who are at risk of reading proficiency challenges. This questionnaire must be distributed annually beginning with the 2022-23 school year ([PA 21-168](#), § 8, effective July 1, 2021).

Recommendations for Postsecondary Education Affordability Initiatives

A new law allows the education commissioner to make recommendations to OPM and the Education Committee about higher education cost and access. It specifies the recommendation topics, which include student and family education about financial aid; simplifying access to postsecondary education; establishing an early high school graduation scholarship program; and developing a grade 12 exit survey ([PA 21-199](#), § 12, effective upon passage).

Students

Anti-Discrimination Law

A new law changes the anti-discrimination education law by (1) adding “disability” to the protected student groups and (2) modifying the definition of race by adding hair and hairstyles, thus

conforming it with changes made by the CROWN Act ([PA 21-2](#)) ([PA 21-2](#), JSS, § 405, effective upon passage).

Automatic Admissions Program Eligibility

This year's budget implementer act requires boards of education to calculate and notify students about their eligibility for the newly established Connecticut Automatic Admissions Program using a standardized method based on grade point average and class rank. This program admits eligible full-time, first-year students to a bachelor's degree program offered by any of the Connecticut State Universities or other in-state participating institutions ([PA 21-2](#), JSS, § 258, effective July 1, 2021).

Cannabis Disciplinary Policies

By law, school boards must have policies for dealing with students' use, sale, or possession of alcohol or drugs on school grounds. The new recreational cannabis law prohibits these policies from giving students greater discipline, punishment, or sanctions for cannabis-related actions than they would for alcohol-related actions ([PA 21-1](#), JSS, § 19, effective October 1, 2021).

Challenging Curriculum Policy

A new law requires boards of education to adopt a new challenging curriculum policy that aligns with SDE guidance and includes (1) criteria for identifying grade eight and nine students who may enroll in an advanced course or program and (2) the requirement that these students have an academic plan that allows them to enroll in one or more advanced courses and earn college credit or gain career readiness skills. It requires each board to create an academic plan for each identified student, but it also allows a student or his or her parent or guardian to decline to implement the plan's provisions ([PA 21-199](#), § 5, effective July 1, 2021).

Educating Children in the Juvenile Justice System

A new law makes several changes regarding educating children in the juvenile justice system, including requiring DCF to create and implement a plan to establish an educational unit within the department to improve educational and vocational outcomes for children incarcerated or held in a juvenile justice facility. It specifies the department's powers and duties with respect to the new unit.

The new law also requires, among other things, (1) local or regional boards of education to award diplomas to students educated at the DCF education unit who meet certain requirements and (2) the DCF and SDE commissioners to develop a standardized conversion system for transfer credits ([PA 21-174](#), §§ 2-7, various effective dates).

GED Age

A new law increases the minimum age, from 17 to 18 years old, at which a student may obtain permission from the education commissioner to take the GED or another SDE-approved high school equivalency test in order to earn a state high school diploma. However, it allows her to grant permission to a 17-year old student for good cause shown ([PA 21-199](#), § 11, effective July 1, 2021).

Gifted and Talented Student Identification

A new law requires boards of education to develop a policy by July 1, 2022, for equitable identification of gifted and talented students using multiple identification methods that comply with SDE guidelines ([PA 21-199](#), § 2, effective July 1, 2021).

High School Withdrawal Age

Beginning in the 2023-24 school year, a new law increases the age when a student may withdraw from high school from age 17 to 18, but it also allows a 17-year-old's parent or guardian to withdraw the student if he or she simultaneously enrolls in an adult education program. The new law establishes required contents for the withdrawal and adult education enrollment form ([PA 21-199](#), § 10, effective July 1, 2021).

Open Choice Vouchers Pilot Program

A new law requires the state housing commissioner, in consultation with the education commissioner and certain advocates, to establish an Open Choice Voucher Pilot program by June 15, 2022. The program must designate 20 rental assistance program (RAP) certificates over a two-year period for use by families who (1) qualify as low-income under RAP, (2) have participated in the Open Choice program for at least one year in the Hartford region, and (3) desire to move to the town where their child attends school through the Open Choice program ([SA 21-26](#), effective upon passage).

Positive THC Tests

The new recreational cannabis law generally prohibits a student's positive drug test that indicates only a specified metabolite of THC from being the sole basis for an educational institution to refuse to enroll or continue to enroll, or otherwise punish, the student. The specified metabolite is 11-nor-9-carboxy-delta-9-tetrahydrocannabinol.

The law makes an certain exceptions, such as where failing to do so would violate a federal contract or cause the institution to lose federal funding ([PA 21-1](#), JSS, § 95, effective July 1, 2021).

Student Success Plans

Under a new law, student success plans required by law for students in grades 6-12 must, beginning July 1, 2022, also include an academic plan that complies with the respective school district's challenging curriculum policy. Beginning July 1, 2021, the new law also generally requires that the plans be created in collaboration with students and their parents or guardians ([PA 21-199](#), § 4, effective July 1, 2021).

Teachers and Other Education Employees

Acting Superintendents

The legislature passed a law that authorized the education commissioner to grant a one-time extension to any appointed acting superintendent's probationary period if, during the 2019-20 and 2020-21 school years, he or she was unable to be properly certified or successfully complete an SBE-approved school leadership program. The extension applies to the 2021-22 school year ([PA 21-95](#), § 16, effective upon passage).

Alliance District Minority Teacher Recruitment and Retention

The budget implementer act creates a teacher certification, retention, or residency program for minority teacher certification candidates and requires each alliance district to partner with a residency program operator. Beginning in FY 23, it requires SDE to (1) withhold from each alliance district 10% of any increase in alliance aid above the district's FY 20 aid amount and (2) use the funds for grants to cover costs related to the residency program. Enrolled candidates must complete a 10-month residency in the participating school district. "Minority candidate" means a person who is a racial or ethnic minority, as defined in law, and employed as a school paraprofessional or an associate instructor with a local or regional board of education ([PA 21-2](#), JSS, §§ 378 & 379, effective July 1, 2021).

Bilingual Humanities and STEM High School Courses and Teachers

A new law requires the education commissioner, by January 1, 2022, to approve guidelines for bilingual STEM (science, technology, engineering, and mathematics) and humanities teaching certificate endorsements. It also establishes coursework eligibility requirements for high school bilingual STEM and humanities teachers ([PA 21-144](#), § 2, effective July 1, 2021).

Bilingual Teaching Certificates

A new law adds a middle grades bilingual education certificate for grades four through nine and specifies that the elementary certificate in existing law is valid for kindergarten through grade nine ([PA 21-144](#), § 2, effective July 1, 2021).

Bilingual Teacher Certification Written Competency Requirement

The legislature passed a new law that creates alternative methods by which candidates for bilingual teacher certification may fulfill the certificates' written competency requirement. Under the act, candidates may fulfill the requirement for English or the other language by holding a bachelor's degree or its equivalent from a regionally accredited higher education institution that delivers instruction in the applicable language ([PA 21-144](#), § 2, effective July 1, 2021).

Experience Requirements for Certain Teaching Certificate Endorsements

Beginning July 1, 2021, a new law allows the following applicants to complete a student teaching experience as an alternative to completing supervised practicum hours: (1) any certified employees applying for a comprehensive special education or integrated early childhood and special education endorsement or (2) applicants for an initial, provisional, or professional teaching certificate and a comprehensive special education or integrated early childhood and special education endorsement ([PA 21-168](#), § 5, effective July 1, 2021).

Implicit Bias and Anti-Bias Training Video Module for Teacher Hiring

The General Assembly enacted a new law that requires SDE, in consultation with two other groups, to develop and make available an implicit-bias awareness video training module for school district personnel involved in, or responsible for, hiring teachers. The training module must focus on implicit bias and anti-bias in the hiring process and be developed and available by July 1, 2022.

Beginning with the 2023-2024 school year, each board of education employee who is involved in, or responsible for, hiring teachers must complete this training before participating in the teacher hiring process ([PA 21-2](#), JSS, §§ 381-383, effective July 1, 2021).

Income Exemption for Reemployed Teachers and Administrators

The budget implementer act extends, until June 30, 2024, an exemption from the salary limits that retirees receiving pension benefits from the Teachers Retirement System (TRS) are subject to if they return to a public school teaching position, including administrator or superintendent

positions. As under prior law, the exemption covers any teacher who (1) is receiving TRS benefits based on at least 34 years of credited service, (2) is reemployed as a teacher in an alliance district, and (3) was serving as a teacher in that district on July 1, 2015 ([PA 21-2](#), JSS, § 476, effective upon passage).

Plan to Promote Teaching Careers

The legislature enacted a law that requires the education commissioner, the Connecticut State Colleges and Universities (CSCU) president, and UConn's Neag School of Education dean to jointly develop a plan to help boards of education promote the teaching profession as a career option to high school students. The plan must include (1) a way for boards of education to develop partnerships with educator preparation programs and (2) counseling programs to recruit high school students to the teaching profession. SDE must distribute information promoting the profession to boards of education by September 1, 2021 ([PA 21-2](#), JSS, § 380, effective July 1, 2021).

Professional Development and Social-Emotional Training

The legislature passed a new law that requires school districts to integrate social-emotional learning into various aspects of teacher professional development. It also (1) adds social-emotional learning to teacher in-service training that all districts must offer and (2) requires each board of education to include goals for integrating these practices and principles in its statement of goals ([PA 21-95](#), §§ 9-11, and [PA 21-46](#), §§ 11-13, effective July 1, 2021).

Resident Teacher Certificate

The resident teacher certificate allows a person to teach in Connecticut public schools while enrolled in an alternate route to certification (ARC) program. A new law changes the certificate's academic and training eligibility requirements, generally by giving applicants more options for meeting them, but maintains the degree requirements in existing law ([PA 21-144](#), § 3, effective July 1, 2021).

School Paraeducator Advisory Council

A new law changes the School Paraprofessional Advisory Council's name to the School Paraeducator Advisory Council. Another provision of the same law requires the council to (1) study issues related to paraeducator work and (2) develop paraeducator career pathway proposals and report the study and proposals to the Education Committee by January 1, 2022 ([PA 21-95](#), §§ 12-13, effective July 1, 2021).

Study of Multiple Measures to Demonstrate Content Mastery for Teacher Certification

The legislature required SDE to study a multiple-measures approach for demonstrating content-area mastery to meet teacher certification assessment requirements. SDE must report its findings and any recommendations to the Education Committee by January 1, 2023 ([PA 21-2](#), JSS, § 384, effective July 1, 2021).

Teachers' Retirement Cost of Living Adjustments (COLAs)

By law, TRS COLAs are tied to the federal Social Security COLAs. Within that framework, the law also limits teachers' COLAs depending upon the investment performance of assets in the TRS fund. Specifically, the COLA cannot exceed 1% or 1.5% (depending on the teacher's retirement date) unless the fund's investment performance exceeds a specified threshold. A new law lowers this threshold from 8.5% to 6.9% ([PA 21-178](#), effective July 1, 2021).

Teachers' Retirement Death Benefit

The TRS death benefit provides a member's designated beneficiary with a partial refund if the member dies while receiving benefits but has only collected a limited amount of benefits. In 2019, the legislature reduced the refund amount for members who retire on or after July 1, 2019. This year's budget implementer act exempts TRS members from this reduction if they earned 10 years of credited service before July 1, 2019 ([PA 21-2](#), JSS, § 314, effective upon passage).

Teachers' Retirement System

The legislature enacted a law that made a number of changes to the TRS. The new law specifies that a quorum for the 14-member Teachers' Retirement Board is a majority of the members in order for the board to conduct business. (Prior law required at least six members of the board or a majority of members present, whichever was greater.) It also (1) modifies the definition of a "disability" for a disability retirement to include the inability to work part-time or do volunteer teaching work (this means that, for example, a disabled retired teacher could not do volunteer teaching and still collect a disability benefit) and (2) specifies that teacher voluntary contributions to the TRS are after-tax contributions ([PA 21-186](#), effective July 1, 2021).

Technical High Schools and Career System (TECS)

Appointment of TECS Superintendent

A new law clarifies the appointment process for the TECS superintendent that applies until June 30, 2023, by allowing the TECS board to recommend a candidate to the education commissioner, who

may hire or reject any recommended candidate. It removes the conflicting provision from prior law that required the TECS board and the education commissioner to jointly recommend a superintendent candidate to SBE ([PA 21-144](#), § 8, effective July 1, 2021).

Planning and Placement Team for Technical High School Enrollment

The legislature established a new PPT process that must occur before a student receiving special education services enrolls in a TECS high school. A new law requires the student's sending district to convene a PPT meeting before a student enrolls to ensure that his or her individualized education program reflects the current supports and services that he or she requires to access a free, appropriate public education in the least restrictive environment. The act also requires that a TECS representative be invited to the meeting ([PA 21-144](#), § 9, effective July 1, 2021).

TECS and Community College Alignment with Business and Industry

This year's budget implementer act requires the TECS board, in consultation with specified entities, to assess TECS and community college alignment with business and industry. In addition to other assessments in existing law, the act requires the board to assess (1) the unmet employer demand to hire TECS trade program graduates, (2) the unmet student demand to enroll in a TECS trade program, and (3) opportunities to increase the use of TECS schools after school hours and on weekends ([PA 21-2](#), JSS, § 229, effective July 1, 2021).

TECS World Language Requirement

This year's budget implementer act requires the TECS board or superintendent to waive the one-credit world language high school graduation requirement for the graduating classes of 2023 and 2024 ([PA 21-2](#), JSS, § 361, effective upon passage).

Technology and Remote Learning

Commission for Educational Technology

The General Assembly increased the size of the Commission for Education Technology from 19 members to 23 by adding a representative of the Connecticut Association of Public School Superintendents, a representative of the Connecticut Educators Computer Association, a secondary school teacher designated by the Connecticut Education Association, and an elementary school teacher designated by American Federation of Teachers–Connecticut ([PA 21-76](#), § 25, effective July 1, 2021).

Connecticut Remote Learning Commission

This year's budget implementer act requires SDE to establish a 17-member commission to analyze and provide recommendations about remote learning for public school students. By July 1, 2022, the commission must create a report about remote learning's impact on students' educational attainment, physical and emotional development, and access to special services, along with instructional delivery quality.

Among other requirements, it must also address the feasibility of creating a statewide remote learning school serving grades kindergarten to 12 (SDE must consider these findings in developing a plan for such a school; see below) ([PA 21-2](#), JSS, § 387, July 1, 2021).

Excused and Unexcused School Absences

A new law requires SBE to change the definition of the terms "excused absence" and "unexcused absence" to exclude a student's engagement in remote learning, if the engagement accounts for at least one-half of the school day in which remote learning is authorized ([PA 21-46](#), § 18, effective upon passage, as amended by [PA 21-2](#), JSS, § 393, effective July 1, 2021).

Remote Learning Audit

This year's budget implementer act requires SDE to conduct a comprehensive audit of remote learning provided by boards of education in the 2019-20 and 2020-21 school years due to the COVID-19 pandemic. The department must use the audit to develop a report that evaluates remote learning's efficacy, identifies a system of metrics for boards of education, and makes recommendations about ongoing public education requirements. SDE must submit the audit and report to the Education Committee by January 1, 2025 ([PA 21-2](#), JSS, § 389, effective upon passage).

Remote Learning Policy and Standards

Beginning with the 2022-2023 school year, a new law authorizes boards of education to provide remote learning to students in grades 9-12 if the boards (1) comply with standards SDE develops and (2) adopt a policy on student attendance requirements that counts the attendance of any student who spends at least half of the day during remote instruction engaged in remote classes or meetings, activities on time-logged electronic systems, and completing assignments ([PA 21-46](#), §§ 16-17, effective upon passage, as amended by [PA 21-2](#), JSS, §§ 391 & 392, effective July 1, 2021).

Remote Parent-Teacher Conferences

Beginning with the 2021-2022 school year, a new law requires each school district to offer parents the option of attending parent-teacher conferences remotely (e.g., by telephone, video conference, or other conferencing platform). It also requires districts to conduct one additional parent-teacher conference whenever they provide remote learning for more than three consecutive weeks ([PA 21-46](#), § 14, as amended by [PA 21-2](#), JSS, § 390, effective July 1, 2021).

Statewide Remote Learning School

This year's budget implementer act requires SDE, by July 1, 2023, to develop a plan for a statewide remote learning school for grades kindergarten to 12. In developing the plan, the department must use federal funds received from the federal Coronavirus Response and Relief Supplemental Appropriations Act and consider the Connecticut Remote Learning Commission's findings and recommendations (see above). The act also establishes various criteria that the plan must meet ([PA 21-2](#), JSS, § 388, effective July 1, 2022).

Higher Education

Agricultural Education Programs

The legislature required UConn to study the feasibility of establishing or expanding academic and community outreach programs related to food and agricultural literacy, specifically by increasing opportunities for interactions with farms in rural, suburban, and urban communities. UConn must report to the Higher Education Committee by January 1, 2022 ([SA 21-27](#), effective upon passage).

Alliance District Teacher Loan Subsidy Program

This year the legislature passed a law requiring the Connecticut Higher Education Supplemental Loan Authority (CHESLA) to establish an Alliance District Teacher Loan Subsidy program. This program must subsidize interest rates on CHESLA loans to teachers employed in alliance districts, subject to available funding. The new law establishes a separate account to hold program funds ([PA 21-62](#), §§ 3 & 4, effective July 1, 2021).

BOR Reporting on System Office Staff and Finances

A new law requires BOR, beginning by January 1, 2022, to annually report to the Appropriations and Higher Education committees on its system office staff and finances. The report must include the (1) methods used to allocate the current fiscal year's General Fund block grants to institutions and the total amount each institution will receive over the fiscal year and (2) amount of non-General

Fund revenues transferred from each institution to the system office for any purpose for the prior fiscal year ([PA 21-2](#), JSS, § 8, effective October 1, 2021).

Cannabis-Related Discipline for Higher Education Students

The new recreational cannabis law generally bans public and private higher education institutions from (1) revoking any financial aid or student loans or (2) expelling a student, solely for use or possession of less than:

1. four ounces of cannabis plant material;
2. an equivalent amount of cannabis product, defined as (a) 20 grams of cannabis concentrate or (b) any other cannabis product or products with up to 2,000 milligrams of THC; or
3. an equivalent amount of a combination of the two above.

The ban does not apply if (1) complying with the state law would violate federal law or a federal contract or (2) failing to take those actions would jeopardize the educational institution's federal funding ([PA 21-1](#), JSS, § 96, effective July 1, 2021).

CHESLA Assistance for Certificate Program Enrollment

This year's budget implementer act allows students enrolled in a Connecticut high-value certificate program, or their parents, to take out student loans and receive certain financial aid from CHESLA. The program must be offered by a higher education institution or private occupational school in the state and determined by the state's chief workforce officer to meet employers' needs ([PA 21-2](#), JSS, §§ 273 & 274, provisions on aid eligibility effective October 1, 2022).

CHESLA Forms of Aid

A new law expands the types of education assistance programs that CHESLA may offer to include other forms of financial assistance in addition to the grants and loans allowed under existing law ([PA 21-62](#), §§ 5 & 6, effective July 1, 2021).

CHESLA Loan Expansion Study

A new law requires CHESLA to study the feasibility and implications of expanding access to its loan programs to additional student loan borrowers, including those with a high debt-to-income ratio, low credit score, or insufficient credit history or who have been previously denied a loan. CHESLA must also study the underwriting standards used by other student loan lenders and compare any difference in pricing and interest rates between those loans and CHESLA loans. It must report to the Banking Committee by January 1, 2022.

The new law also establishes a postsecondary education financing working group to (1) assist CHESLA in this effort and (2) recommend ways to improve access to and equity in education financing for post-secondary education ([PA 21-62](#), §§ 1 & 2, effective upon passage).

College Credit for High School Coursework

This year's budget implementer act requires the UConn Board of Trustees and BOR to report to the education commissioner and the Education and Higher Education committees by February 1, 2022, about their institutions' policies for awarding course credit to undergraduate students for their score on an advanced placement, International Baccalaureate, Cambridge International, or UConn Early College Experience exam taken while enrolled in high school ([PA 21-2](#), JSS, § 262, effective July 1, 2021).

College Credit for Military Training

New legislation requires each higher education institution's governing body to review and update its policies on awarding college credit for a student's military training, coursework, and education. They must do so every five years beginning by July 1, 2022 ([PA 21-132](#), § 1, effective July 1, 2021).

College Student Exemption from State Ethics Code

A new law extends, in part, the exemption from certain provisions of the state Code of Ethics for Public Officials that applies to student employees of a state college or university to also apply to students who serve as public officials by virtue of their student status at a state college or university (e.g., a student member of the board of trustees). This includes exemptions from the code's provisions on prohibited activities, disclosure or use of confidential information, and conflicts of interest ([PA 21-164](#), § 11, effective October 1, 2021).

Connecticut Automatic Admissions Program

This year's budget implementer act requires BOR to establish an automatic admissions program for the Connecticut State Universities' bachelor's degree programs for students enrolled in an in-state public high school. The act establishes application requirements and student eligibility criteria and allows private high schools and other in-state higher education institutions to participate in the program through an agreement with BOR ([PA 21-2](#), JSS, § 257, effective July 1, 2021).

Credentials Database

This year's budget implementer act requires the Office of Higher Education's (OHE) executive director, in consultation with an advisory council, to create a database of credentials offered in Connecticut. OHE must create the database by January 1, 2023, and include degrees or certificates

awarded by colleges and universities, private occupational schools, or SBE-approved alternate route to certification providers, among other credentials. Beginning by July 1, 2024, the specified institutions and training providers must annually submit information about the credentials they offer for inclusion in the database ([PA 21-2](#), JSS, § 264, effective July 1, 2021).

CTpass Program

A new law requires the Department of Transportation commissioner to establish the CTpass program by January 1, 2022, to allow certain students, employees, clients, or customers to use certain public transit services for free or at a reduced cost. The commissioner may enter into a contract with organizations that apply to participate and negotiate its terms and conditions, which must include the scope of the class of eligible riders; compensation or reimbursement amount for riders; and any limitations on available public transit services ([PA 21-2](#), JSS, § 259, effective July 1, 2021).

Debt-Free Community College Funding

The legislature established a dedicated funding stream for the debt-free community college program enacted in the 2019 legislative session. Starting in FY 24, the Connecticut Lottery Corporation must transfer up to \$14 million each fiscal year from certain online lottery revenue to a dedicated debt-free community college account to be used for the program ([PA 21-2](#), JSS, §§ 69-74, effective July 1, 2021).

Distance Learning Programs by Out-of-State Private Occupational Schools

A new law requires out-of-state private occupational schools seeking to operate a distance learning program in Connecticut to apply to OHE and follow its standards. The office must approve or reject each application in accordance with these standards. OHE authorization to operate the distance learning program is valid for one year and may be renewed annually ([PA 21-45](#), §§ 5-7, effective July 1, 2021).

Electronic Voter Registration

A new law requires public higher education institutions to use a secretary of the state-approved electronic system to automatically transmit voter registration applications for qualified applicants to municipal registrars of voters unless the applicants decline to apply for admission. Institutions cannot process the application if they determine that the applicant is not a U.S. citizen ([PA 21-2](#), JSS, § 91, effective January 1, 2022).

State-Based Veterans Benefits

This session, the legislature extended state veterans benefits to individuals released from service with an other-than-honorable (OTH) discharge whose sexual orientation, gender identity, or gender expression is determined to be “more likely than not” the primary reason for the OTH discharge. Veterans whose applications are approved through a review board process are eligible to apply for state-based veterans benefits, including tuition waivers at the state’s public colleges and universities ([PA 21-79](#), effective October 1, 2021).

Health Care Preparation Programs

A new law requires OHE, in collaboration with BOR and UConn’s Board of Trustees, to evaluate the (1) recruitment and retention of people of color in health care preparation programs offered by the constituent units of the state system of higher education and (2) inclusion of cultural humility education in these programs.

OHE must report to the Higher Education Committee on the evaluation’s results and related legislative recommendations by January 1, 2022 ([PA 21-35](#), § 7, effective upon passage).

Higher Education Institution Mental Health Services and Programs

The legislature made several changes this year to address student mental health at higher education institutions, including requiring most institutions to (1) adopt policies and procedures on student mental health and (2) establish a mental health coalition to assess the presence of mental health services and programs. Additionally, it required BOR to employ a grant writer to identify and apply for grant funding to improve mental health services at community-technical colleges ([PA 21-132](#), §§ 3-7, effective July 1, 2021).

Institute for Municipal and Regional Policy

This year’s budget implementer act transfers the Institute for Municipal and Regional Policy’s financial assets, records, files, and intellectual property and copyright rights from Central Connecticut State University to UConn and makes conforming changes ([PA 21-2](#), JSS, §§ 22-27, effective October 1, 2021).

Nonaccredited Private Occupational School Filings

A new law changes the threshold for when nonaccredited private occupational schools must include certain financial statements in their application to OHE for a certificate of authorization and their annual financial status statement. Under the new law, these schools must compile these statements using a licensed certified public accountant or licensed public accountant, in

accordance with American Institute of Certified Public Accountants standards, if the school receives less than \$50,000 in annual tuition revenue, rather than if the school annually enrolls fewer than 10 students as prior law required ([PA 21-45](#), §§ 1 & 2, effective July 1, 2021).

Open Educational Resource Coordinating Council

A new law makes the Connecticut Open Educational Resource Coordinating Council's annual reporting deadline February 1, rather than January 1 ([PA 21-132](#), § 13, effective July 1, 2021).

Additionally, the budget implementer act exempts unexpended funds appropriated to the council from lapsing at the end of the year ([PA 21-2](#), JSS, § 34, effective July 1, 2021).

Personal Information Protection

This year's budget implementer act exempts from disclosure under the Freedom of Information Act (1) information in the FAFSA or a state financial aid application and (2) personally identifiable information in admissions applications. It also prohibits the sharing of higher education student applications and immigration status with federal immigration authorities except under specified conditions ([PA 21-2](#), JSS, § 263, effective July 1, 2021).

Physician Assistant Certifications

A new law allows physician assistants to certify medical information in several situations that previously required a physician's or advanced practice registered nurse's certification, including some involving higher education institutions (e.g., certifying that an otherwise required immunization would be medically contraindicated) ([PA 21-196](#), §§ 5 & 6, effective October 1, 2021).

Positive THC Tests

The recreational cannabis law generally prohibits a student's positive drug test that indicates only a specified metabolite of THC from being the sole basis for an educational institution to refuse to enroll or continue to enroll, or otherwise punish, the student. The specified metabolite is 11-nor-9-carboxy-delta-9-tetrahydrocannabinol.

The law makes an exception in cases where (1) failing to do so would violate a federal contract or cause the institution to lose federal funding or (2) the student is being drug tested as required by the National Collegiate Athletic Association (NCAA) and the penalizing action taken is required by NCAA policies ([PA 21-1](#), JSS, § 95, effective July 1, 2021).

Private College and University Emergency and Closure Plans

A new law requires each private college and university to submit a closure plan to OHE by January 1, 2022, describing the institution's specific plans for responding to emergency events and managing student-related closure issues. It also requires private higher education institutions that are planning to close permanently to submit written notice of the closure to OHE within 30 days after the institution's governing board authorizes the closure ([PA 21-45](#), § 8, effective July 1, 2021).

Private Right of Action Against Student Loan Servicers

A new law creates a private right of action for student loan borrowers, classes of them, or legal representatives of either to bring a lawsuit against certain student loan servicers for violations of state student loan servicer requirements. They may bring the action before exhausting administrative remedies ([PA 21-130](#), § 17, effective October 1, 2021).

Program Approval

Prior law exempted qualifying independent colleges and universities from OHE's approval process for up to 12 new higher education programs per academic year and any modifications to their existing programs. This year's budget implementer act (1) increases this exemption to an unlimited number of new programs or program modifications until June 30, 2023, but (2) reimposes an exemption limit of up to 15 new programs in any academic year or any proposed program modifications beginning July 1, 2023.

Additionally, the act requires OHE to report on recommendations for program approval and modification requirements to the Higher Education Committee. It also terminates, as of June 30, 2024, reports to OHE on new programs and approved program changes by BOR, the UConn Board of Trustees, and qualifying independent institutions ([PA 21-2](#), JSS, §§ 265-268, effective July 1, 2021).

Public Higher Education Institution Graduation Fees

A new law prohibits BOR and the UConn Board of Trustees from assessing or charging a graduation fee ([PA 21-132](#), §§ 9-12, effective July 1, 2021).

Registration of Student Loan Servicers

A new law requires federal student loan servicers to annually register with the Department of Banking rather than obtain licensure as prior law required. The new law keeps the existing licensing requirement for other student loan servicers (i.e., "private student loan servicers") and, as under

existing law for licensing, exempts banks, credit unions, and certain associated entities from registration ([PA 21-130](#), principally §§ 1, 3 & 4, effective July 1, 2021).

Reporting of Serious Physical Injuries or Death

The legislature added a new reporting requirement to the annual uniform campus crime report that all Connecticut colleges and universities must prepare. The institutions' reports must now also include the number of accidents that (1) occurred in the immediately preceding calendar year on property that they own or control and (2) resulted in serious physical injury and death ([PA 21-184](#), effective July 1, 2021).

Sexual Misconduct on College Campuses

A new law makes various changes to the handling of sexual misconduct at higher education institutions. Among other things, it:

1. establishes a 22-member Council on Sexual Misconduct Climate Assessments;
2. requires the council to develop a list of data points for higher education institutions to collect using sexual misconduct climate assessments and establish guidelines for implementing the assessments;
3. requires the council to report every two years to the Higher Education Committee; and
4. requires higher education institutions to biennially conduct a sexual misconduct climate assessment, distribute it to enrolled students, and report the results to the Higher Education Committee.

The new law also generally prohibits a higher education institution from taking disciplinary action against students or employees for violating the institution's drug or alcohol policy if they report or disclose an alleged sexual misconduct incident that occurred during the policy violation ([PA 21-81](#), as amended by [PA 21-2](#), JSS, § 125, effective July 1, 2021).

Student and Trainee Data Collection

This year's budget implementer act requires private occupational schools and certain postsecondary training providers, by January 1, 2023, to submit to OHE the following data on each of their enrolled students or trainees: gender identity; age; race; ethnicity; course enrollment; course and credential completion; fees and tuition charged; federal student loans received; federal student loan balances; and state-assigned student identifiers, if applicable. The act prohibits OHE from releasing any of this identifiable student information to the public but allows data-sharing with

certain governmental entities under limited circumstances ([PA 21-2](#), JSS, § 269, effective July 1, 2021).

Student Athlete Compensation

A new law allows student athletes to earn compensation through an endorsement contract or employment in an activity unrelated to an intercollegiate athletic program. It also allows them to obtain legal or professional representation from an attorney or sports agent through a written agreement, as long as the student athlete complies with the higher education institution's policy on student athlete endorsement contracts and employment activities. Each higher education institution must adopt at least one policy on student athlete endorsement contracts and employment activities.

The new law prohibits institutions and athletic associations or conferences from taking certain actions based on a student athlete's endorsement contract, employment activity, or attorney or sports agent representation, including (1) restricting a student's eligibility to participate in an intercollegiate athletic program or (2) prohibiting or preventing the student from earning compensation from an endorsement contract or employment activity ([PA 21-132](#), § 14, effective July 1, 2021).

Student Discrimination Based on Erased Criminal Records

Starting in 2023, a new law prohibits discrimination in various contexts (including higher education) based on someone's erased criminal history record information. Specifically, it (1) prohibits the state higher education system from denying someone an educational opportunity based on erased criminal history record information and (2) requires that the system's policies aim to ensure that no qualified person is denied the opportunity for higher education due to erased criminal history record information ([PA 21-32](#), §§ 24 & 25, various effective dates).

Student Loan Servicers

Recent legislation makes various changes in laws regarding student loan servicers, including requiring private student loan servicers to provide specified information to borrowers and cosigners about (1) borrower and cosigner rights and responsibilities, (2) cosigner release eligibility, and (3) the cosigner release application process.

Among other things, the act also prohibits any student loan servicer licensee or control person from engaging in an abusive act or practice when servicing a student loan, as described in the federal Dodd-Frank Wall Street Reform and Consumer Protection Act ([PA 21-190](#), effective July 1, 2021).

UConn Early College Experience Courses

This year's budget implementer act requires UConn to remove Early College Experience course prerequisites as much as possible in order to increase access to these courses. The university must also report to the education commissioner and the Education and Higher Education committees by October 1, 2022, on these efforts and related topics ([PA 21-2](#), JSS, § 261, effective July 1, 2021).

UConn Faculty Recruitment and Hiring Program

The FY 22-23 bond act requires UConn to begin a new research faculty recruitment and hiring program and authorizes \$46.1 million in bonds over a five-year period, from FY 22 to FY 26, for this purpose. The new program must be used to help UConn meet its existing research faculty recruitment goals and requirements, specifically to (1) support Connecticut's economic development through faculty research and (2) promote core sectors of the state economy by accelerating the pace of applied research and development.

Through this new program, UConn must (1) encourage and facilitate creating new business ventures in the state that fuel economic growth and (2) provide resources for proof of concept, technology maturation, early- and later-stage venture capital funding, and other measures that encourage expanding UConn's entrepreneurial ecosystem ([PA 21-111](#), §§ 99-100, effective July 1, 2021).

UConn Foundation Cash Compensation

By law, UConn must have a written operating agreement with the UConn Foundation that, among other things, generally requires the university to decrease and eventually eliminate cash compensation it pays to the foundation as the market value of its endowment exceeds specified thresholds. A new law requires that the agreement include a provision by which existing law's payment reduction schedule would not apply in any fiscal year when the foundation's average fundraising for the previous two years is at least five times its average compensation from UConn during the same period ([PA 21-19](#), effective July 1, 2021).

Unauthorized Private Occupational Schools

This year the legislature removed prior law's prohibition against a representative of a private occupational school that has not received state authorization from doing the following without a permit from the OHE executive director: visiting prospective students' residences, soliciting enrollments, selling occupational instruction, making representations, or giving council to prospective students. It also removed the requirement that representatives from these unauthorized schools located outside of Connecticut file a permit application with OHE and pay a

nonrefundable \$500 fee into the private occupational student protection account ([PA 21-45](#), § 5, effective July 1, 2021).

Additional Minor Changes

Various Acts

In addition to the act summarized above, a number of other acts make minor changes affecting education. These acts include the following:

1. [PA 21-144](#), §§ 10 & 12 (removes from state law references to the obsolete academic advancement program, which allowed students to graduate from high school early);
2. [PA 21-144](#), § 11 (removes the requirement for the education commissioner to annually review and assess professional development for professional educators with an early childhood nursery through grade three endorsement or an elementary endorsement);
3. [PA 21-144](#), § 12 (removes the requirement for the education commissioner to report annually to the legislature about SERC);
4. [PA 21-144](#), § 12 (removes the requirement that SDE adopt regulations to implement a fiscal accountability data collection report);
5. [PA 21-2](#), JSS, § 234 (adds OEC to the list of entities and individuals who must consult with the Connecticut State Colleges and Universities president to define early childhood preservice and minimum training requirements);
6. [PA 21-2](#), JSS, § 358 (changes the payment schedule and the number of payments for a supplemental transportation grant for *Sheff* magnet schools);
7. [PA 21-2](#), JSS, § 403, (specifies that the achievement gaps that SDE's director of reading initiatives must work to close are the results of opportunity gaps);
8. [PA 21-2](#), JSS, § 493 (repeals statutes that establish the Higher Education Coordinating Council and require the state's higher education system to use its accountability measures);
9. [PA 21-2](#), JSS, § 497 (repeals a law requiring BOR to formulate written definitions for all sub-baccalaureate certificates earned on a for-credit or noncredit basis and awarded by Connecticut higher education institutions and private occupational schools);
10. [PA 21-2](#), JSS, § 494 (repeals a law establishing definitions related to certificate programs);
11. [PA 21-2](#), JSS, § 494 (removes a requirement for higher education institutions and private occupational schools to submit, collect, and compile data about certificate programs);
12. [PA 21-2](#), JSS, § 494 (removes a requirement for OHE to develop and post online a one-page fact sheet for each sub-baccalaureate certificate program offered by each higher education institution and private occupational school in the state); and

13. [PA 21-2](#), JSS, § 494 (removes a requirement for OHE to annually review a sample of student data for all for-credit and noncredit sub-baccalaureate certificate programs offered by higher education institutions and private occupational schools).

JM,MS:kl