



Substitute House Bill No. 6880

Public Act No. 23-159

AN ACT CONCERNING TEACHERS AND PARAEDUCATORS.

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

Section 1. (NEW) (*Effective from passage*) On and after July 1, 2022, the preservice performance assessment, edTPA, as adopted by the State Board of Education on December 7, 2016, shall be used exclusively as an accountability tool for teacher preparation programs, as defined in section 10-10a of the general statutes, offered at institutions of higher education in the state. The results of such preservice performance assessment shall not be used by the State Board of Education to deny an application for the issuance of an initial educator certificate under section 10-145b of the general statutes.

Sec. 2. Subsection (e) of section 10-153e of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(e) Whenever a board of education or employees' representative organization has reason to believe that a prohibited practice, as defined in subsection (b) or (c) of this section, has been or is being committed, or whenever a certified employee believes a breach of the duty of fair representation under subdivision (3) of subsection (c) of this section has occurred or is occurring, such board of education, representative

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organization or certified employee shall file a written complaint with the State Board of Labor Relations and shall mail a copy of such complaint to the party that is the subject of the complaint. Upon receipt of a properly filed complaint said board shall refer such complaint to the agent who shall, after investigation and within ninety days after the date of such referral, either (1) make a report to said board recommending dismissal of the complaint or (2) issue a written complaint charging prohibited practices. If no such report is made and no such written complaint is issued, the Board of Labor Relations in its discretion may proceed to a hearing upon the party's original complaint of the violation of this chapter which shall in such case be treated for the purpose of this section as a complaint issued by the agent. Upon receiving a report from the agent recommending dismissal of a complaint, said Board of Labor Relations may issue an order dismissing the complaint or may order a further investigation or a hearing thereon. Upon receiving a complaint issued by the agent, the Board of Labor Relations shall set a time and place for the hearing. If the alleged prohibited practice or breach of duty is ongoing, the board may issue and cause to be served on the party committing the act or practice an order requiring such party to cease and desist from such act or practice until the board has made its determination. Any such complaint may be amended with the permission of said board. The party so complained of shall have the right to file an answer to the original or amended complaint within five days after the service of such complaint or within such other time as said board may limit. Such party shall have the right to appear in person or otherwise to defend against such complaint. In the discretion of said board any person may be allowed to intervene in such proceeding. In any hearing said board shall not be bound by technical rules of evidence prevailing in the courts. A stenographic or electronic record of the testimony shall be taken at all hearings of the Board of Labor Relations and a transcript thereof shall be filed with said board upon its request. Said board shall have the power to order the taking of further testimony and further argument. If, upon all the

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testimony, said board determines that the party complained of has engaged in or is engaging in any prohibited practice, it shall state its finding of fact and shall issue and cause to be served on such party an order requiring it to cease and desist from such prohibited practice, and shall take such further affirmative action as will effectuate the policies of subsections (b) to (d), inclusive, of this section. Such order may further require such party to make reports from time to time showing the extent to which the order has been complied with. If upon all the testimony the Board of Labor Relations is of the opinion that the party named in the complaint has not engaged in or is not engaging in any such prohibited practice, then said board shall make its finding of fact and shall issue an order dismissing the complaint. Until a transcript of the record in a case has been filed in the Superior Court, as provided in subsection (g) of this section, said board may at any time, upon notice, modify or set aside in whole or in part any finding or order made or issued by it. Proceedings before said board shall be held with all possible expedition. Any party who wishes to have a transcript of the proceedings before the Board of Labor Relations shall apply therefor. The parties may agree on the sharing of the costs of the transcript but, in the absence of such agreement, the costs shall be paid by the requesting party.

Sec. 3. Section 10-15c of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2024*):

(a) The public schools shall be open to all children five years of age and over who reach age five on or before the first day of January September of any school year, and each such child shall have, and shall be so advised by the appropriate school authorities, an equal opportunity to participate in the activities, programs and courses of study offered in such public schools, at such time as the child becomes eligible to participate in such activities, programs and courses of study, without discrimination on account of race, as defined in section 46a-51,

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color, sex, gender identity or expression, religion, national origin, sexual orientation or disability; provided boards of education may, by vote at a meeting duly called, admit to any school children under five years of age.

(b) Nothing in subsection (a) of this section shall be deemed to amend other provisions of the general statutes with respect to curricula, facilities or extracurricular activities.

Sec. 4. (NEW) (*Effective July 1, 2024*) (a) As used in this section:

(1) "Free play" means unstructured, voluntary, child-initiated activities that are performed by a child for self-amusement and have behavioral, social and psychomotor rewards, except "free play" may be structured to promote activities that are child-directed, joyful and spontaneous.

(2) "Guided play" means learning experiences that combine the child-directed nature of free play with a focus on learning outcomes and adult guidance.

(3) "Play-based learning" means a pedagogical approach that emphasizes play in promoting learning and includes developmentally appropriate strategies that can be integrated with existing learning standards. "Play-based learning" does not mean time spent in recess or as part of a physical education course or instruction.

(4) "Recess" means the time during the regular school day for each student enrolled in elementary school that is devoted to physical exercise of not less than twenty minutes in total pursuant to section 10-221o of the general statutes.

(5) "Mobile electronic device" has the same meaning as provided in section 10-222d of the general statutes.

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(6) "Instructional time" means the time of actual school work during a regular school day.

(b) Each local and regional board of education shall provide for play-based learning during the instructional time of each regular school day for all students in kindergarten and any preschool program offered by the board. Such play-based learning shall (1) be incorporated and integrated into daily practice, (2) allow for the needs of such students to be met through free play, guided play and games, and (3) be predominantly free of the use of mobile electronic devices.

(c) Each local and regional board of education shall permit a teacher to utilize play-based learning during the instructional time of a regular school day for all students in grades one to five, inclusive. Such play-based learning (1) may be incorporated and integrated into daily practice, (2) shall allow for the needs of such students to be met through free play, guided play and games, and (3) shall be predominantly free of the use of mobile electronic devices.

(d) Any play-based learning utilized under this section shall comply with the individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time, for any student.

(e) A school employee may only prevent or otherwise restrict a student's participation in play-based learning if such prevention or restriction is in accordance with the policy developed by the local or regional board of education pursuant to section 10-221o of the general statutes.

Sec. 5. Subsection (a) of section 10-148a of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(a) For the school year commencing July 1, 2021, and each school year

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thereafter, each certified employee shall participate in a program of professional development. Each local and regional board of education shall make available, annually, at no cost to its certified employees, a program of professional development that is not fewer than eighteen hours in length, of which a preponderance is in a small group or individual instructional setting. Such program of professional development shall (1) be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement, (2) focus on refining and improving various effective teaching methods that are shared between and among educators, including, on and after July 1, 2024, play-based learning, as defined in section 4 of this act, for teachers in a preschool program or grades kindergarten to five, inclusive, (3) foster collective responsibility for improved student performance, (4) be comprised of professional learning that (A) is aligned with rigorous state student academic achievement standards, (B) is conducted among educators at the school and facilitated by principals, coaches, mentors, distinguished educators, as described in section 10-145s, or other appropriate teachers, (C) occurs frequently on an individual basis or among groups of teachers in a job-embedded process of continuous improvement, [and] (D) includes a repository of best practices for teaching methods developed by educators within each school that is continuously available to such educators for comment and updating, and (E) for principals and vice principals, includes training on the management of school personnel and methods for engaging school personnel with the goals of the school, and (5) include training in culturally responsive pedagogy and practice. Each program of professional development shall include professional development activities in accordance with the provisions of subsection (b) of this section. The principles and practices of social-emotional learning and restorative practices shall be integrated throughout the components of such program of professional development described in subdivisions (1) to (5), inclusive, of this subsection.

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Sec. 6. (NEW) (*Effective July 1, 2023*) Not later than January 1, 2024, each local and regional board of education shall develop an exit survey to be completed by a teacher who is employed by such board and voluntarily ceases employment with such board. Such exit survey shall include questions relating to the reason why such teacher is ceasing employment, if such teacher is leaving the teaching profession, the demographics of such teacher and the subject areas in which such teacher taught.

Sec. 7. Subsection (c) of section 10-220 of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(c) Annually, each local and regional board of education shall submit to the Commissioner of Education a strategic school profile report for each school and school or program of alternative education, as defined in section 10-74j, under its jurisdiction and for the school district as a whole. The superintendent of each local and regional school district shall present the profile report at the next regularly scheduled public meeting of the board of education after each November first. The profile report shall provide information on measures of (1) student needs, including, but not limited to, a needs assessment that identifies resources necessary to address student trauma impacting students and staff in each school and adequately respond to students with mental, emotional or behavioral health needs, (2) school resources, including technological resources and utilization of such resources and infrastructure, (3) student and school performance, including in-school suspensions, out-of-school suspensions and expulsions, the number of truants, as defined in section 10-198a, and chronically absent children, as defined in section 10-198c, (4) the number of students enrolled in an adult high school credit diploma program, pursuant to section 10-69, operated by a local or regional board of education or a regional educational service center, (5) equitable allocation of resources among

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its schools, (6) reduction of racial, ethnic and economic isolation, (7) special education, [and] (8) school-based arrests, as defined in section 10-233n, and (9) teacher attrition rates, including the results of the exit survey described in section 6 of this act. For purposes of this subsection, measures of special education include (A) special education identification rates by disability, (B) rates at which special education students are exempted from mastery testing pursuant to section 10-14q, (C) expenditures for special education, including such expenditures as a percentage of total expenditures, (D) achievement data for special education students, (E) rates at which students identified as requiring special education are no longer identified as requiring special education, (F) the availability of supplemental educational services for students lacking basic educational skills, (G) the amount of special education student instructional time with nondisabled peers, (H) the number of students placed out-of-district, and (I) the actions taken by the school district to improve special education programs, as indicated by analyses of the local data provided in subparagraphs (A) to (H), inclusive, of this subdivision. The superintendent shall include in the narrative portion of the report information about parental involvement and any measures the district has taken to improve parental involvement, including, but not limited to, employment of methods to engage parents in the planning and improvement of school programs and methods to increase support to parents working at home with their children on learning activities. For purposes of this subsection, measures of truancy include the type of data that is required to be collected by the Department of Education regarding attendance and unexcused absences in order for the department to comply with federal reporting requirements and the actions taken by the local or regional board of education to reduce truancy in the school district. Such truancy data shall be considered a public record, as defined in section 1-200.

Sec. 8. Section 10-144d of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

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(a) For purposes of this section "teacher" means a certified professional employee who is employed by a local or regional board of education (1) in a position requiring a teaching or other certificate issued by the State Board of Education but who is not in a position requiring an intermediate administrator or supervisor certificate, or the equivalent thereof, and (2) whose administrative or supervisory duties, if any, equal less than fifty per cent of the assigned time of such employee.

(b) There is established the Connecticut Advisory Council for Teacher Professional Standards. The council shall be composed of [seventeen] nineteen members [appointed] as follows: (1) The Governor shall appoint one public member who shall represent business and industry; the State Board of Education shall appoint two members, [one] both of whom shall be a member of the faculty or administration of a State Board of Education approved teacher preparation program; [and one of whom shall be a public member who shall represent business and industry;] the president pro tempore of the Senate shall appoint one member who shall [represent business and industry] be a school administrator employed by a local or regional board of education; the speaker of the House of Representatives shall appoint one member who shall be a parent or guardian of a child attending a public elementary or secondary school; the majority leader of the Senate shall appoint one member who shall be a member of a local or regional board of education; the majority leader of the House of Representatives shall appoint one member who shall be a school superintendent; the minority leader of the Senate shall appoint [two members, one of whom shall be a public member and one of whom] one member who shall be a parent of a child attending a [public elementary or] secondary school; the minority leader of the House of Representatives shall appoint [two members, one of whom shall be a public member and one of whom shall be a school administrator] one member who shall be a superintendent for a regional school district; the Connecticut Education Association

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shall appoint four members who shall be classroom teachers at the time of their appointment and during the term of their membership on the council, two of whom shall be elementary school teachers, one of whom shall be a special education teacher and one of whom shall be a secondary school teacher; and the American Federation of Teachers-Connecticut shall appoint [two] four members who shall be classroom teachers at the time of their appointment and during the term of their membership on the council, two of whom shall be secondary school teacher, one of whom shall be an elementary school teacher and one of whom shall be a special education teacher; and (2) the Teacher of the Year for the prior year and the current Teacher of the Year. All appointments shall be made and the names of the persons appointed shall be submitted to the Commissioner of Education not later than October 1, 1990.

(c) The initial terms for the members appointed by the Governor, the State Board of Education and the majority and minority leaders of the House of Representatives, two of the members appointed by the Connecticut Education Association and one of the members appointed by the American Federation of Teachers-Connecticut shall terminate on September 30, 1991. The initial terms for all other members shall terminate on September 30, 1992. Terms following the initial terms shall be for three years, except that terms following the initial terms for the members appointed by the Governor and the State Board of Education, and terms following the initial terms for two of the members appointed by the Connecticut Education Association, shall terminate on September 30, 1993; and terms following the initial terms for the members appointed by the president pro tempore of the Senate and terms following the initial terms for one of the members appointed by the Connecticut Education Association shall terminate on September 30, 1994; thereafter, terms for such appointees shall be for three years. Any appointments made on or after July 1, 2023, shall be for three years.

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(d) The Commissioner of Education shall convene the first meeting of the council not later than November 15, 1990. The council shall establish its procedures and shall select from its membership a chairperson who shall be a classroom teacher.

(e) The council shall (1) advise the State Board of Education, the Governor and the joint standing committee of the General Assembly having cognizance of matters relating to education concerning teacher preparation, teacher recruitment, teacher retention, teacher certification, teacher professional development, teacher assessment and evaluation and teacher professional discipline; (2) review and comment upon all regulations and other standards concerning the approval of teacher preparation programs and teacher certification; and (3) report to the State Board of Education, the Governor and the joint standing committee of the General Assembly having cognizance of matters relating to education not later than January 15, 1991, and annually thereafter, on its activities and recommendations, if any, concerning the condition of the teaching profession. [; and (4) develop a code of professional responsibility for teachers not later than September 30, 1991.]

Sec. 9. (*Effective from passage*) (a) There is established a task force to analyze the per pupil equity of funding the teachers' retirement system. The task force shall develop recommendations (1) to address the implications to student equity of appropriating funds through the General Assembly under chapter 167a of the general statutes toward the normal cost of teacher pensions, and the unfunded liability amortization payments necessary to fully fund the teachers' retirement system; (2) regarding the extent to which municipalities should contribute to the normal cost of teacher pensions and the unfunded liability amortization payments, in order to make the General Assembly's resource allocations more equitable on a per pupil basis; (3) regarding whether certain municipalities should be exempted from assuming a percentage of the

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contributions identified under subdivision (2) of this subsection due to the following factors: (A) Economic distress, (B) inability to pay, or (C) low academic performance; and (4) regarding the manner by which resources generated pursuant to subdivision (2) of this subsection should be directed by the General Assembly toward (A) reducing educational inequities, and (B) promoting the sustainability of the teachers' retirement system.

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

(1) One appointed by the speaker of the House of Representatives who shall be a representative of the American Federation of Teachers-Connecticut;

(2) One appointed by the president pro tempore of the Senate who shall be a representative of the Connecticut Education Association;

(3) One appointed by the majority leader of the House of Representatives who shall be a representative of an advocacy organization focused on educational equity;

(4) One appointed by the majority leader of the Senate who shall be a representative of an organization with national expertise in both teacher pensions and school finance;

(5) Two appointed by the minority leader of the House of Representatives, one of whom shall be a representative of the Connecticut Association of School Business Officials and one of whom shall be a representative of the Connecticut Association of Public School Superintendents;

(6) Two appointed by the minority leader of the Senate, one of whom shall be a representative of the Connecticut Conference of Municipalities and one of whom shall be a representative of the Connecticut Association of Boards of Education;

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(7) One appointed by the chairperson of the Black and Puerto Rican Caucus of the General Assembly;

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

(9) The Governor, or the Governor's designee;

(10) The executive director of the teachers' retirement system, or the executive director's designee; and

(11) The executive director of the Commission on Women, Children, Seniors, Equity and Opportunity, or the executive director's designee.

(c) Any member of the task force appointed under subdivision (1), (2), (3), (4), (5), (6) or (7) of subsection (b) of this section may be a member of the General Assembly.

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

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

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

(g) Not later than January 1, 2025, the task force shall submit a report on its findings and recommendations to the joint standing committee of the General Assembly having cognizance of matters relating to education and appropriations, in accordance with the provisions of section 11-4a of the general statutes. The task force shall terminate on

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the date that it submits such report or January 1, 2025, whichever is later.

Sec. 10. Subsection (a) of section 10-148d of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(a) For the school year commencing July 1, [2022] 2023, and each school year thereafter, each paraeducator employed by a local or regional board of education shall participate in a program of professional development. Each local and regional board of education shall make available, annually, at no cost to its paraeducators, a program of professional development that is not fewer than eighteen hours in length, of which a preponderance is in a small group or individual instructional setting. Such program of professional development shall (1) be a comprehensive, sustained and intensive approach to improving paraeducators effectiveness in increasing student knowledge achievement, (2) focus on refining and improving various effective instruction methods that are shared between and among paraeducators, (3) foster collective responsibility for improved student performance, (4) be comprised of professional learning that (A) is aligned with rigorous state student academic achievement standards, (B) is conducted among paraeducators at the school and facilitated by principals, coaches, mentors, distinguished educators, as described in section 10-145s, or other appropriate teachers, (C) occurs frequently on an individual basis or among groups of paraeducators in a job-embedded process of continuous improvement, and (D) includes a repository of best practices for instruction methods developed by paraeducators within each school that is continuously available to such paraeducators for comment and updating, and (5) include training in culturally responsive pedagogy and practice. Each program of professional development shall include professional development activities in accordance with the provisions of subsection (b) of this section. The [principles and practices of social-emotional learning and

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restorative practices shall be integrated throughout the] components of such program of professional development described in subdivisions (1) to (5), inclusive, of this subsection shall integrate the principles and practices of social-emotional learning and restorative practices throughout, but may not otherwise include mandated trainings such as trainings regarding blood-borne pathogens, the policies and procedures of the Department of Children and Families and sexual harassment.

Sec. 11. Subsections (b) and (c) of section 10-220a of the general statutes are repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(b) Not later than a date prescribed by the commissioner, each local and regional board of education shall establish a professional development and evaluation committee. Such professional development and evaluation committee shall consist of (1) at least one teacher, as defined in subsection (a) of section 10-144d, as amended by this act, selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b, (2) at least one administrator, as defined in subsection (a) of section 10-144e, selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b, [and] (3) at least one paraeducator selected by any exclusive bargaining representative for paraeducators, and (4) such other school personnel as the board deems appropriate. The duties of such committees shall include, but not be limited to, participation in the development or adoption of a teacher evaluation and support program for the district, pursuant to section 10-151b, as amended by this act, and the development, evaluation and annual updating of a comprehensive local professional development plan for certified employees of the district. Such plan shall: (A) Be directly related to the educational goals prepared by the local or regional board of education pursuant to subsection (b) of section 10-220, (B) on and after July 1, 2021, be developed with full consideration of the priorities and

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needs related to student social-emotional learning and restorative practices, in accordance with the provisions of section 10-148a, as amended by this act, and student academic outcomes as determined by the State Board of Education, (C) provide for the ongoing and systematic assessment and improvement of both teacher evaluation and professional development of the professional staff members of each such board, including personnel management and evaluation training or experience for administrators, and (D) be related to regular and special student needs and may include provisions concerning career incentives and parent involvement. The State Board of Education shall develop guidelines to assist local and regional boards of education in determining the objectives of the plans and in coordinating staff development activities with student needs and school programs. For the school year commencing July 1, 2022, and each school year thereafter, such committees shall develop, evaluate and annually update a comprehensive local professional development plan for paraeducators of the district in accordance with the provisions of this subsection.

(c) (1) The Department of Education, in cooperation with one or more regional educational service centers, is authorized to provide institutes annually for Connecticut educators. Such institutes shall serve as model programs of professional development and shall be taught by exemplary Connecticut teachers and administrators and by other qualified individuals as selected by the Department of Education. The Department of Education shall charge fees for attending such institutes provided such fees shall be based on the actual cost of such institutes.

(2) Not later than January 1, 2025, and annually thereafter, the Department of Education shall (A) in collaboration with the School Paraeducator Advisory Council, develop or update guidance and best practices for programs of professional development provided for paraeducators, and (B) distribute such guidance and best practices to each local and regional board of education.

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Sec. 12. Subparagraph (I) of subdivision (10) of subsection (a) of section 10-76d of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(I) Prior to any planning and placement team meeting for a child or pupil in which an educational program for such child or pupil is developed, reviewed or revised, if the parent, guardian, pupil or surrogate parent has requested that the school paraprofessional assigned to such child or pupil attend such meeting, then the responsible local or regional board of education shall provide (i) adequate notice of such meeting to such school paraprofessional so that such school paraprofessional may adequately prepare for such meeting, and (ii) training, upon request of such school paraprofessional, on the role of such school paraprofessional at such meeting. Following such meeting, such school paraprofessional, or any other paraprofessional who is providing special education or related services to such child, shall review such educational program with a supervisor, as needed, and be permitted to view such educational program in order to be able to provide special education or related services to such child or pupil in accordance with such educational program.

Sec. 13. Subsection (f) of section 10-145d of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(f) [An] (1) (A) Except as otherwise provided in subparagraph (B) of this subdivision, an endorsement issued prior to July 1, 2013, to teach elementary education grades one to six, inclusive, shall be valid for grades kindergarten to six, inclusive, and for such an endorsement issued on or after July 1, 2013, the endorsement shall be valid for grades one to six, inclusive, except such an endorsement issued between July 1, 2013, and July 1, 2017, to any student who was admitted to and successfully completes a teacher preparation program, as defined in section 10-10a, in the certification endorsement area of elementary

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education on or before June 30, 2017, shall be valid for grades kindergarten to six, inclusive.

(B) The Commissioner of Education may permit, upon the request of a superintendent, any person who holds such endorsement issued on or after July 1, 2017, to teach kindergarten for one school year. The commissioner [shall not] may, upon the request of such superintendent, permit [any] such person who so taught kindergarten under such endorsement for one school year to teach kindergarten [again, except the commissioner may permit such person to so teach kindergarten for one] an additional school year. [if such person can demonstrate that he or she is enrolled in a program to meet the requirements for the appropriate endorsement to teach kindergarten.]

(2) An endorsement to teach comprehensive special education grades one to twelve, inclusive, shall be valid for grades [kindergarten] prekindergarten to twelve, inclusive. [, provided, on] On and after September 1, 2013, any [(1)] (A) certified employee applying for a comprehensive special education endorsement, or [(2)] (B) applicant for an initial, provisional or professional educator certificate and a comprehensive special education endorsement shall achieve a satisfactory score on the reading instruction examination approved by the State Board of Education on April 1, 2009, or a comparable reading instruction examination with minimum standards that are equivalent to the examination approved by the State Board of Education on April 1, 2009.

Sec. 14. (*Effective from passage*) For the fiscal year ending June 30, 2023, the Office of Higher Education shall, within available appropriations, (1) expand the existing alternate route to certification program administered by the office pursuant to section 10a-168a of the general statutes, and (2) hire one full-time permanent employee to administer said program.

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Sec. 15. Subsection (a) of section 10-145n of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(a) Subject to the provisions of subsection (g) of this section, the State Board of Education, upon the request of a local or regional board of education or a regional educational service center, may issue an adjunct instructor permit to any applicant with specialized training, experience or expertise in the arts, as defined in subsection (a) of section 10-16b. Such permit shall authorize a person to hold a part-time position, of no more than fifteen classroom instructional hours per week at a part-time interdistrict arts magnet high school in existence on July 1, 2009, and approved pursuant to section 10-264l or the Cooperative Arts and Humanities Magnet High School, as a teacher of art, music, dance, theater or any other subject related to such holder's artistic specialty. Except as provided in subsection (g) of this section, such applicant shall (1) hold a bachelor's degree or higher from an institution of higher education accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited, (2) have a minimum of three years of work experience in the arts, or one year of work experience and two years of specialized schooling related to such applicant's artistic specialty, and (3) attest to the State Board of Education that he or she has at least one hundred eighty hours of cumulative experience working with children, in a private or public setting, including, but not limited to, after school programs, group lessons, children's theater, dance studio lessons and artist-in-residence programs, or at least two years experience as a full-time faculty member at an institution of higher education.

Sec. 16. Subsection (i) of section 10-145a of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(i) On and after July 1, [2016] 2023, any program of teacher

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preparation leading to professional certification shall require, as part of the curriculum, clinical experience, field experience or student teaching experience in a classroom during four semesters of such program of teacher preparation. [Such clinical experience, field experience or student teaching experience shall occur: (1) In a school district that has been categorized by the Department of Education as District Reference Group A, B, C, D or E, and (2) in a school district that has been categorized by the department as District Reference Group F, G, H or I.] Such clinical experience, field experience or student teaching experience may include a cooperating teacher serving as a mentor to student teachers, [provided such cooperating teacher has received a performance evaluation designation of exemplary or proficient, pursuant to section 10-151b, for the prior school year.]

Sec. 17. Section 10-8c of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

The Department of Education, in cooperation with the Office of Higher Education, shall, within available appropriations, (1) establish an accelerated cross endorsement process for each subject shortage area pursuant to section 10-8b to allow certified teachers to add a new endorsement to their certificates, [and] (2) establish a program for formerly certified teachers to regain certification, and (3) on and after July 1, 2023, authorize the Integrated Early Childhood/Special Ed., Birth-Kindergarten endorsement and the Integrated Early Childhood/Elementary Education N-3 and Special Education N-K endorsement to be added as a cross endorsement in lieu of requiring full planned program and institutional recommendation.

Sec. 18. Subsection (a) of section 10-145 of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(a) No teacher, supervisor, administrator, special service staff

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member or school superintendent, except as provided for in section 10-157, shall be employed in any of the schools of any local or regional board of education unless such person possesses an appropriate state certificate, nor shall any such person be entitled to any salary unless such person can produce such certificate dated prior to or on the first day of employment, except as provided for in section 10-157; provided nothing in this subsection shall be construed to prevent the board of education from prescribing qualifications additional to those prescribed by the regulations of the State Board of Education and provided nothing in this subsection shall be construed to prevent any local or regional board of education from contracting with a licensed drivers' school approved by the Commissioner of Motor Vehicles for the behind-the-wheel instruction of a driver instruction course, to be given by driving instructors licensed by the Department of Motor Vehicles. No person shall be employed in any of the schools of any local or regional board of education as a substitute teacher unless such person (1) holds a bachelor's degree, provided the Commissioner of Education may waive such requirement for good cause upon the request of a superintendent of schools, and (2) is on a list maintained by the local or regional board of education pursuant to subsection (f) of section 10-222c. A local or regional board of education may employ a person as a substitute teacher in the same assignment without a substitute authorization issued by the Department of Education for a period not to exceed sixty school days.

Sec. 19. Subsections (b) and (c) of section 10-183e of the general statutes are repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(b) Any member may purchase, as provided in subsection (c) of this section, additional credited service, but not to exceed an aggregate of one year in the case of service described in subdivision (2) of this subsection for each two years of active full-time service as a Connecticut teacher; and not to exceed an aggregate of one year in the case of absence

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described in subdivision (8) of this subsection for each five years of active full-time service as a Connecticut teacher, provided if any such absence exceeds thirty consecutive school months, such additional credited service shall be limited to thirty school months; and not to exceed an aggregate of ten years for all service described in this subsection, except for the sum total of any service described in [subdivision (2)] subdivisions (2) and (17) of this subsection. In no event may any service described in this subsection be purchased if the member is receiving or is, or will become, entitled to receive a retirement benefit based upon such service from any governmental system other than the teachers' retirement system or the federal Social Security System. Additional credited service includes:

(1) Service as a teacher in a school for military dependents established by the United States Department of Defense;

(2) Service as a teacher in a public school of another state of the United States, its territories or possessions;

(3) Service in the armed forces of the United States in time of war, as defined in section 27-103, or service in said armed forces during the period beginning October 27, 1953, and ending January 31, 1955;

(4) Service in a permanent full-time position for the state;

(5) Service as a teacher at The University of Connecticut prior to July 1, 1965;

(6) Service as a teacher at the Wheeler School and Library, North Stonington, prior to September 1, 1949;

(7) Service as a teacher at the Gilbert Home, Winsted, prior to September 1, 1948;

(8) Any formal leave of absence as provided in regulations adopted

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by the board, if the member subsequently returns to service for at least one school year;

(9) Service as a teacher at the American School for the Deaf, the Connecticut Institute for the Blind or the Newington Children's Hospital;

(10) Forty or more days of service as a substitute teacher, or the equivalent service rendered at less than half-time, in a single public school system within the state of Connecticut in any school year, provided (A) eighteen days of such service shall equal one month of credited service under subsection (a) of this section, and (B) on and after July 1, 2022, such days of service shall be rendered within one school year;

(11) Service in the armed forces of the United States, other than service described in subdivision (3) of this subsection, not to exceed thirty months;

(12) Service as a full-time, salaried, elected official of the state or any political subdivision of the state during the 1978 calendar year or thereafter, if such member subsequently returns to service as a teacher in a public school for at least one school year;

(13) Service in the public schools of Connecticut as a member of the federal Teacher Corps, not to exceed two years;

(14) Service in the United States Peace Corps;

(15) Service in the United States VISTA (Volunteers in Service to America) program;

(16) Service in the public schools of Connecticut as a social work assistant, from January 1, 1969, to December 31, 1986, inclusive, if such member became a certified school social worker and remained in service

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in the public schools of Connecticut as a social worker after certification;
and

(17) Service prior to July 1, 2007, as a member of the staff of the State Education Resource Center, [established pursuant to section 10-4q of the general statutes, revision of 1958, revised to January 1, 2007,] employed in a professional capacity while possessing a certificate or permit issued by the State Board of Education.

(c) Credited service described in subdivisions (3), (8), [and] (10) and (17) of subsection (b) of this section shall be deemed to be service in the public schools of Connecticut.

Sec. 20. Subdivision (21) of section 10-183b of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(21) "Public school" means any day school conducted within or without this state under the orders and superintendence of a duly elected school committee, a board of education, the State Board of Education, the Office of Early Childhood, the Board of Regents for Higher Education, or any of its constituent units, The University of Connecticut Board of Trustees, the board of governors or any of its constituent units, the Technical Education and Career System, the E. O. Smith School, the Children's Center and its successors, the State Education Resource Center established pursuant to section 10-4q of the 2014 supplement to the general statutes, revision of 1958, revised to January 1, 2013, the State Education Resource Center established pursuant to section 10-357a, joint activities of boards of education authorized by subsection (b) of section 10-158a and (A) any institution supported by the state at which teachers are employed or any incorporated secondary school not under the orders and superintendence of a duly elected school committee or board of education but located in a town not maintaining a high school and

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providing free tuition to pupils of the town in which it is located, and which has been approved by the State Board of Education under the provisions of part II of chapter 164, or (B) on and after July 1, 2023, any school operated by an interdistrict magnet school operator described in section 10-264s, provided [that] such institution, [or such] secondary school or school is classified as a public school by the retirement board.

Sec. 21. (*Effective July 1, 2023*) The Teachers' Retirement Board shall classify each school operated by Goodwin University Magnet Schools, Inc., and Goodwin University Educational Services, Inc., as a public school, as defined in subdivision (21) of section 10-183b of the general statutes, as amended by this act, and shall admit each teacher, as defined in subdivision (28) of section 10-183b of the general statutes, employed by Goodwin University Magnet Schools, Inc., and Goodwin University Educational Services, Inc., into the Connecticut teachers' retirement system.

Sec. 22. Subsection (a) of section 10-156b of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(a) In determining the rights and benefits earned by a teacher under section 10-151 and section 10-156, the establishment of a new regional school district shall not be deemed to interrupt the continuous employment of a teacher who was employed by a local board of education of or a regional board of education for any of the towns comprising such new regional school district during the school year immediately prior to, or within which, such new regional school district is established and such teacher shall continue as an employee of the new regional board of education, subject to the provisions of section 10-151.

Sec. 23. Section 10-151b of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(a) The superintendent of each local or regional board of education

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shall annually evaluate or cause to be evaluated each teacher, and for the school year commencing July 1, 2013, and each school year thereafter, such annual evaluations shall be the teacher evaluation and support program adopted pursuant to subsection (b) of this section. The superintendent may conduct additional formative evaluations toward producing an annual summative evaluation. An evaluation pursuant to this subsection shall include, but need not be limited to, strengths, areas needing improvement, strategies for improvement and multiple indicators of student academic growth. Claims of failure to follow the established procedures of such teacher evaluation and support program shall be subject to the grievance procedure in collective bargaining agreements negotiated subsequent to July 1, 2004. In the event that a teacher does not receive a summative evaluation during the school year, such teacher shall [receive a "not rated" designation for such school year] be recorded as not evaluated. The superintendent shall report (1) the status of teacher evaluations to the local or regional board of education on or before June first of each year, and (2) the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, [aggregate evaluation ratings,] the number of teachers who have not been evaluated and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September fifteenth of each year. For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

(b) (1) Except as provided in subdivision (1) of subsection (d) of this section, not later than September 1, 2013, and until June 30, 2024, each local and regional board of education shall adopt and implement a teacher evaluation and support program that is consistent with the guidelines for a model teacher evaluation and support program adopted by the State Board of Education, pursuant to subparagraph (A)

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of subdivision (1) of subsection (c) of this section. Such teacher evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the professional development and evaluation committee for the school district, established pursuant to subsection (b) of section 10-220a, as amended by this act. If a local or regional board of education is unable to develop a teacher evaluation and support program through mutual agreement with such professional development and evaluation committee, then such board of education and such professional development and evaluation committee shall consider the model teacher evaluation and support program adopted by the State Board of Education, pursuant to subparagraph (B) of subdivision (2) of subsection (c) of this section, and such board of education may adopt, through mutual agreement with such professional development and evaluation committee, such model teacher evaluation and support program. If a local or regional board of education and the professional development and evaluation committee are unable to mutually agree on the adoption of such model teacher evaluation and support program, then such board of education shall adopt and implement a teacher evaluation and support program developed by such board of education, provided such teacher evaluation and support program is consistent with the guidelines adopted by the State Board of Education, pursuant to subparagraph (A) of subdivision (1) of subsection (c) of this section. Each local and regional board of education may commence implementation of the teacher evaluation and support program adopted pursuant to this subsection in accordance with a teacher evaluation and support program implementation plan adopted pursuant to subsection (d) of this section.

(2) Except as provided in subdivision (2) of subsection (d) of this section, for the school year commencing July 1, 2024, and each school year thereafter, each local and regional board of education shall adopt and implement a teacher evaluation and support program that is

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consistent with the guidelines for a teacher evaluation and support program adopted by the State Board of Education, pursuant to subparagraph (B) of subdivision (1) of subsection (c) of this section. Such teacher evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the professional development and evaluation committee for the school district, established pursuant to subsection (b) of section 10-220a, as amended by this act. If a local or regional board of education is unable to develop a teacher evaluation and support program through mutual agreement with such professional development and evaluation committee, then such board of education and such professional development and evaluation committee shall consider the model teacher evaluation and support program adopted by the State Board of Education, pursuant to subparagraph (B) of subdivision (2) of subsection (c) of this section, and such board of education may adopt, through mutual agreement with such professional development and evaluation committee, such model teacher evaluation and support program. If a local or regional board of education and the professional development and evaluation committee are unable to mutually agree on the adoption of such model teacher evaluation and support program, then such board of education shall adopt and implement a teacher evaluation and support program developed by such board of education, provided such teacher evaluation and support program is consistent with the guidelines adopted by the State Board of Education, pursuant to subparagraph (B) of subdivision (1) of subsection (c) of this section.

(c) (1) (A) On or before July 1, 2012, the State Board of Education shall adopt, in consultation with the Performance Evaluation Advisory Council established pursuant to section 10-151d, as amended by this act, guidelines for a model teacher evaluation and support program. Such guidelines shall include, but not be limited to, ~~[(A)]~~ (i) the use of four performance evaluations designators: Exemplary, proficient, developing and below standard; ~~[(B)]~~ (ii) the use of multiple indicators

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of student academic growth and development in teacher evaluations; [(C)] (iii) methods for assessing student academic growth and development; [(D)] (iv) a consideration of control factors tracked by the state-wide public school information system, pursuant to subsection (c) of section 10-10a, that may influence teacher performance ratings, including, but not limited to, student characteristics, student attendance and student mobility; [(E)] (v) minimum requirements for teacher evaluation instruments and procedures, including scoring systems to determine exemplary, proficient, developing and below standard ratings; [(F)] (vi) the development and implementation of periodic training programs regarding the teacher evaluation and support program to be offered by the local or regional board of education or regional educational service center for the school district to teachers who are employed by such local or regional board of education and whose performance is being evaluated and to administrators who are employed by such local or regional board of education and who are conducting performance evaluations; [(G)] (vii) the provision of professional development services based on the individual or group of individuals' needs that are identified through the evaluation process; [(H)] (viii) the creation of individual teacher improvement and remediation plans for teachers whose performance is developing or below standard, designed in consultation with such teacher and his or her exclusive bargaining representative for certified teachers chosen pursuant to section 10-153b, and that [(i)] (I) identify resources, support and other strategies to be provided by the local or regional board of education to address documented deficiencies, [(ii)] (II) indicate a timeline for implementing such resources, support, and other strategies, in the course of the same school year as the plan is issued, and [(iii)] (III) include indicators of success including a summative rating of proficient or better immediately at the conclusion of the improvement and remediation plan; [(I)] (ix) opportunities for career development and professional growth; and [(J)] (x) a validation procedure to audit evaluation ratings of exemplary or below standard by the department

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or a third-party entity approved by the department.

(B) On or before July 1, 2024, the State Board of Education shall adopt, in consultation with the Performance Evaluation Advisory Council established pursuant to section 10-151d, as amended by this act, guidelines for a teacher evaluation and support program. Such guidelines shall include, but not be limited to, (i) the use of multiple indicators of student learning, growth and achievement in teacher evaluations; (ii) methods for assessing student learning, growth and achievement; (iii) a consideration of control factors tracked by the state-wide public school information system, pursuant to subsection (c) of section 10-10a, that may influence teacher performance, including, but not limited to, student characteristics, student attendance and student mobility; (iv) minimum requirements for teacher evaluation instruments and procedures, including an annual summary of teacher growth provided by the evaluator; (v) the development and implementation of periodic training programs regarding the teacher evaluation and support program to be offered by the local or regional board of education or regional educational service center for the school district to teachers who are employed by such local or regional board of education and whose performance is being evaluated and to administrators who are employed by such local or regional board of education and who are conducting performance evaluations; (vi) the provision of professional development services based on the individual or group of individuals' needs that are identified through the evaluation process; (vii) the creation of individual teacher improvement and remediation plans for teachers who require additional support, designed in consultation with such teacher and his or her exclusive bargaining representative for certified teachers chosen pursuant to section 10-153b, and that (I) identify resources, support and other strategies to be provided by the local or regional board of education to address documented deficiencies, (II) indicate a timeline for implementing such resources, support, and other strategies, in the

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course of the same school year as the plan is issued, and (III) include indicators of success immediately at the conclusion of the improvement and remediation plan; (viii) opportunities for career development and professional growth; and (ix) a validation procedure to audit remediation plans by the department or a third-party entity approved by the department.

(2) (A) The State Board of Education [shall, following the completion of the teacher evaluation and support pilot program, pursuant to section 10-151f, and the submission of the study of such pilot program, pursuant to section 10-151g, review and] may revise, as necessary, the guidelines for a [model] teacher evaluation and support program and the model teacher evaluation and support program adopted under [this subsection] subparagraph (B) of this subdivision.

(B) The State Board of Education shall adopt a model teacher evaluation and support program that may be used by local and regional boards of education. Such model teacher evaluation and support program shall be consistent with the guidelines described in subdivision (1) of this subsection.

(d) (1) A local or regional board of education may phase in full implementation of the teacher evaluation and support program adopted pursuant to subsection (b) of this section during the school years commencing July 1, 2013, and July 1, 2014, pursuant to a teacher evaluation and support program implementation plan adopted by the State Board of Education, in consultation with the Performance Evaluation Advisory Council, not later than July 1, 2013. The Commissioner of Education may waive the provisions of subdivision (1) of subsection (b) of this section and the implementation plan provisions of this subsection for any local or regional board of education that has expressed an intent, not later than July 1, 2013, to adopt a teacher evaluation program for which such board requests a waiver in accordance with this subsection.

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(2) The Commissioner of Education may waive the provisions of subdivision (2) of subsection (b) of this section for any local or regional board of education that has expressed an intent, not later than July 1, 2024, to adopt a teacher evaluation program for which such board requests a waiver in accordance with this subsection.

Sec. 24. Section 10-151d of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(a) There is established a Performance Evaluation Advisory Council within the Department of Education. Membership of the council shall consist of: (1) The Commissioner of Education and the president of the Connecticut State Colleges and Universities, or their designees, (2) one representative from each of the following associations, designated by the association, the Connecticut Association of Boards of Education, the Connecticut Association of Public School Superintendents, the Connecticut Federation of School Administrators, the Connecticut Education Association, the American Federation of Teachers-Connecticut, the Connecticut Association of School Administrators and the Connecticut Association of Schools, (3) a representative from the Task Force to Diversify the Educator Workforce, established pursuant to section 10-156aa, designated by the chairpersons of said task force, and (4) persons selected by the Commissioner of Education who shall include, but need not be limited to, teachers, persons with expertise in performance evaluation processes and systems, and any other person the commissioner deems appropriate.

(b) The council shall be responsible for (1) assisting the State Board of Education in the development of (A) guidelines for a [model] teacher evaluation and support program, and (B) a model teacher evaluation and support program, pursuant to subsection (c) of section 10-151b, as amended by this act, and (2) the data collection and evaluation support system, pursuant to subsection (c) of section 10-10a, [and (3) assisting the State Board of Education in the development of a teacher evaluation

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and support program implementation plan, pursuant to subsection (e) of section 10-151b.] The council shall meet at least quarterly. The council shall collaborate with the Task Force to Diversify the Educator Workforce, established pursuant to section 10-156aa, to focus on issues concerning equity and closing the achievement gap, as defined in section 10-14u.

(c) On and after July 1, 2018, the council shall, in collaboration with the [minority teacher recruitment task force] Task Force to Diversify the Educator Workforce, incorporate into the work of the council strategies and a framework for educators to be effective in closing the achievement gap and in increasing educational opportunities.

Sec. 25. Section 10-151h of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(a) Upon the implementation of the teacher evaluation and support program adopted pursuant to subsection (b) of section 10-151b, as amended by this act, each local and regional board of education shall conduct training programs for all evaluators and orientation for all teachers employed by such board relating to the provisions of such teacher evaluation and support program adopted by such board of education. Such training shall provide instruction to evaluators in how to conduct proper performance evaluations prior to conducting an evaluation under the teacher evaluation and support program. Such orientation shall be completed by each teacher before a teacher receives an evaluation under the teacher evaluation and support program. For purposes of this section, "teacher" includes each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

(b) For the school year commencing July 1, [2014] 2023, and each school year thereafter, each local and regional board of education shall (1) conduct the training programs and orientation described in

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subsection (a) of this section at least [biennially] annually to all evaluators and teachers employed by such board, (2) conduct such training programs for all new evaluators prior to any evaluations conducted by such evaluators, and (3) provide such orientation to all new teachers hired by such board before such teachers receive an evaluation.

Sec. 26. Subsection (d) of section 10-262u of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(d) The local or regional board of education for a town designated as an alliance district may apply to the Commissioner of Education, at such time and in such manner as the commissioner prescribes, to receive any increase in funds received over the amount the town received for the prior fiscal year pursuant to subsection (a) of section 10-262i. Applications pursuant to this subsection shall include objectives and performance targets and a plan that are developed, in part, on the strategic use of student academic performance data. Such plan may include, but not be limited to, the following: (1) A tiered system of interventions for the schools under the jurisdiction of such board based on the needs of such schools, (2) ways to strengthen the foundational programs in reading, through the intensive reading instruction program pursuant to section 10-14u, to ensure reading mastery in kindergarten to grade three, inclusive, with a focus on standards and instruction, proper use of data, intervention strategies, current information for teachers, parental engagement, and teacher professional development, (3) additional learning time, including extended school day or school year programming administered by school personnel or external partners, (4) a talent strategy that includes, but is not limited to, teacher and school leader recruitment and assignment, career ladder policies that draw upon guidelines for a [model] teacher evaluation program adopted by the State Board of Education, pursuant to section 10-151b,

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as amended by this act, and adopted by each local or regional board of education. Such talent strategy may include provisions that demonstrate increased ability to attract, retain, promote and bolster the performance of staff in accordance with performance evaluation findings and, in the case of new personnel, other indicators of effectiveness, (5) training for school leaders and other staff on new teacher evaluation models, (6) provisions for the cooperation and coordination with early childhood education providers to ensure alignment with district expectations for student entry into kindergarten, including funding for an existing local Head Start program, (7) provisions for the cooperation and coordination with other governmental and community programs to ensure that students receive adequate support and wraparound services, including community school models, (8) provisions for implementing and furthering state-wide education standards adopted by the State Board of Education and all activities and initiatives associated with such standards, (9) strategies for attracting and recruiting minority teachers and administrators, (10) provisions for the enhancement of bilingual education programs, pursuant to section 10-17f, or other language acquisition services to English language learners, including, but not limited to, participation in the English language learner pilot program, established pursuant to section 10-17n, (11) entering into the model school district responsibilities agreement, described in section 10-223l, (12) leadership succession plans that provide training and learning opportunities for administrators and are designed to assist in the seamless transition of school and district personnel in and out of leadership positions in the school district and the continuous implementation of plans developed under this subsection, (13) implementing the policy adopted pursuant to section 10-223m to improve completion rates of the Free Application for Federal Student Aid by students enrolled in grade twelve in a high school under the jurisdiction of such board or students enrolled in an adult education program maintained by such board pursuant to section 10-69, and, as applicable, the parent and guardians of such students, and

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(14) any additional categories or goals as determined by the commissioner. Such plan shall demonstrate collaboration with key stakeholders, as identified by the commissioner, with the goal of achieving efficiencies and the alignment of intent and practice of current programs with conditional programs identified in this subsection. The commissioner may (A) require changes in any plan submitted by a local or regional board of education before the commissioner approves an application under this subsection, and (B) permit a local or regional board of education, as part of such plan, to use a portion of any funds received under this section for the purposes of paying tuition charged to such board pursuant to subdivision (1) of subsection (k) of section 10-264*l* or subsection (b) of section 10-264*o*.

Sec. 27. Sections 10-151*f* and 10-151*g* of the general statutes are repealed. (*Effective July 1, 2023*)

Approved June 27, 2023