



House of Representatives

File No. 825

General Assembly

January Session, 2023

(Reprint of File Nos. 590 and 757)

Substitute House Bill No. 6880
As Amended by House Amendment
Schedule "A"

Approved by the Legislative Commissioner
May 25, 2023

AN ACT CONCERNING TEACHERS AND PARAEDUCATORS.

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

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

10 Sec. 2. Subsection (e) of section 10-153e of the general statutes is
11 repealed and the following is substituted in lieu thereof (*Effective July 1,*
12 *2023*):

13 (e) Whenever a board of education or employees' representative

14 organization has reason to believe that a prohibited practice, as defined
15 in subsection (b) or (c) of this section, has been or is being committed, or
16 whenever a certified employee believes a breach of the duty of fair
17 representation under subdivision (3) of subsection (c) of this section has
18 occurred or is occurring, such board of education, representative
19 organization or certified employee shall file a written complaint with
20 the State Board of Labor Relations and shall mail a copy of such
21 complaint to the party that is the subject of the complaint. Upon receipt
22 of a properly filed complaint said board shall refer such complaint to
23 the agent who shall, after investigation and within ninety days after the
24 date of such referral, either (1) make a report to said board
25 recommending dismissal of the complaint or (2) issue a written
26 complaint charging prohibited practices. If no such report is made and
27 no such written complaint is issued, the Board of Labor Relations in its
28 discretion may proceed to a hearing upon the party's original complaint
29 of the violation of this chapter which shall in such case be treated for the
30 purpose of this section as a complaint issued by the agent. Upon
31 receiving a report from the agent recommending dismissal of a
32 complaint, said Board of Labor Relations may issue an order dismissing
33 the complaint or may order a further investigation or a hearing thereon.
34 Upon receiving a complaint issued by the agent, the Board of Labor
35 Relations shall set a time and place for the hearing. If the alleged
36 prohibited practice or breach of duty is ongoing, the board may issue
37 and cause to be served on the party committing the act or practice an
38 order requiring such party to cease and desist from such act or practice
39 until the board has made its determination. Any such complaint may be
40 amended with the permission of said board. The party so complained
41 of shall have the right to file an answer to the original or amended
42 complaint within five days after the service of such complaint or within
43 such other time as said board may limit. Such party shall have the right
44 to appear in person or otherwise to defend against such complaint. In
45 the discretion of said board any person may be allowed to intervene in
46 such proceeding. In any hearing said board shall not be bound by
47 technical rules of evidence prevailing in the courts. A stenographic or
48 electronic record of the testimony shall be taken at all hearings of the

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

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

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

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

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

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

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

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

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

104 (4) "Recess" means the time during the regular school day for each
105 student enrolled in elementary school that is devoted to physical
106 exercise of not less than twenty minutes in total pursuant to section 10-
107 221o of the general statutes.

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

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

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

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

126 (d) Any play-based learning utilized under this section shall comply
127 with the individualized education program or plan pursuant to Section
128 504 of the Rehabilitation Act of 1973, as amended from time to time, for
129 any student.

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

135 Sec. 5. Subsection (a) of section 10-148a of the general statutes is
136 repealed and the following is substituted in lieu thereof (*Effective July 1,*
137 *2023*):

138 (a) For the school year commencing July 1, 2021, and each school year
139 thereafter, each certified employee shall participate in a program of
140 professional development. Each local and regional board of education
141 shall make available, annually, at no cost to its certified employees, a
142 program of professional development that is not fewer than eighteen
143 hours in length, of which a preponderance is in a small group or

144 individual instructional setting. Such program of professional
145 development shall (1) be a comprehensive, sustained and intensive
146 approach to improving teacher and administrator effectiveness in
147 increasing student knowledge achievement, (2) focus on refining and
148 improving various effective teaching methods that are shared between
149 and among educators, including, on and after July 1, 2024, play-based
150 learning, as defined in section 4 of this act, for teachers in a preschool
151 program or grades kindergarten to five, inclusive, (3) foster collective
152 responsibility for improved student performance, (4) be comprised of
153 professional learning that (A) is aligned with rigorous state student
154 academic achievement standards, (B) is conducted among educators at
155 the school and facilitated by principals, coaches, mentors, distinguished
156 educators, as described in section 10-145s, or other appropriate teachers,
157 (C) occurs frequently on an individual basis or among groups of
158 teachers in a job-embedded process of continuous improvement, [and]
159 (D) includes a repository of best practices for teaching methods
160 developed by educators within each school that is continuously
161 available to such educators for comment and updating, and (E) for
162 principals and vice principals, includes training on the management of
163 school personnel and methods for engaging school personnel with the
164 goals of the school, and (5) include training in culturally responsive
165 pedagogy and practice. Each program of professional development
166 shall include professional development activities in accordance with the
167 provisions of subsection (b) of this section. The principles and practices
168 of social-emotional learning and restorative practices shall be integrated
169 throughout the components of such program of professional
170 development described in subdivisions (1) to (5), inclusive, of this
171 subsection.

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

178 demographics of such teacher and the subject areas in which such
179 teacher taught.

180 Sec. 7. Subsection (c) of section 10-220 of the general statutes is
181 repealed and the following is substituted in lieu thereof (*Effective July 1,*
182 *2023*):

183 (c) Annually, each local and regional board of education shall submit
184 to the Commissioner of Education a strategic school profile report for
185 each school and school or program of alternative education, as defined
186 in section 10-74j, under its jurisdiction and for the school district as a
187 whole. The superintendent of each local and regional school district
188 shall present the profile report at the next regularly scheduled public
189 meeting of the board of education after each November first. The profile
190 report shall provide information on measures of (1) student needs,
191 including, but not limited to, a needs assessment that identifies
192 resources necessary to address student trauma impacting students and
193 staff in each school and adequately respond to students with mental,
194 emotional or behavioral health needs, (2) school resources, including
195 technological resources and utilization of such resources and
196 infrastructure, (3) student and school performance, including in-school
197 suspensions, out-of-school suspensions and expulsions, the number of
198 truants, as defined in section 10-198a, and chronically absent children,
199 as defined in section 10-198c, (4) the number of students enrolled in an
200 adult high school credit diploma program, pursuant to section 10-69,
201 operated by a local or regional board of education or a regional
202 educational service center, (5) equitable allocation of resources among
203 its schools, (6) reduction of racial, ethnic and economic isolation, (7)
204 special education, [and] (8) school-based arrests, as defined in section
205 10-233n, and (9) teacher attrition rates, including the results of the exit
206 survey described in section 6 of this act. For purposes of this subsection,
207 measures of special education include (A) special education
208 identification rates by disability, (B) rates at which special education
209 students are exempted from mastery testing pursuant to section 10-14q,
210 (C) expenditures for special education, including such expenditures as
211 a percentage of total expenditures, (D) achievement data for special

212 education students, (E) rates at which students identified as requiring
213 special education are no longer identified as requiring special education,
214 (F) the availability of supplemental educational services for students
215 lacking basic educational skills, (G) the amount of special education
216 student instructional time with nondisabled peers, (H) the number of
217 students placed out-of-district, and (I) the actions taken by the school
218 district to improve special education programs, as indicated by analyses
219 of the local data provided in subparagraphs (A) to (H), inclusive, of this
220 subdivision. The superintendent shall include in the narrative portion
221 of the report information about parental involvement and any measures
222 the district has taken to improve parental involvement, including, but
223 not limited to, employment of methods to engage parents in the
224 planning and improvement of school programs and methods to increase
225 support to parents working at home with their children on learning
226 activities. For purposes of this subsection, measures of truancy include
227 the type of data that is required to be collected by the Department of
228 Education regarding attendance and unexcused absences in order for
229 the department to comply with federal reporting requirements and the
230 actions taken by the local or regional board of education to reduce
231 truancy in the school district. Such truancy data shall be considered a
232 public record, as defined in section 1-200.

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

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

243 (b) There is established the Connecticut Advisory Council for Teacher
244 Professional Standards. The council shall be composed of [seventeen]

245 nineteen members [appointed] as follows: (1) The Governor shall
246 appoint one public member who shall represent business and industry;
247 the State Board of Education shall appoint two members, [one] both of
248 whom shall be a member of the faculty or administration of a State
249 Board of Education approved teacher preparation program; [and one of
250 whom shall be a public member who shall represent business and
251 industry;] the president pro tempore of the Senate shall appoint one
252 member who shall [represent business and industry] be a school
253 administrator employed by a local or regional board of education; the
254 speaker of the House of Representatives shall appoint one member who
255 shall be a parent or guardian of a child attending a public elementary or
256 secondary school; the majority leader of the Senate shall appoint one
257 member who shall be a member of a local or regional board of
258 education; the majority leader of the House of Representatives shall
259 appoint one member who shall be a school superintendent; the minority
260 leader of the Senate shall appoint [two members, one of whom shall be
261 a public member and one of whom] one member who shall be a parent
262 of a child attending a [public elementary or] secondary school; the
263 minority leader of the House of Representatives shall appoint [two
264 members, one of whom shall be a public member and one of whom shall
265 be a school administrator] one member who shall be a superintendent
266 for a regional school district; the Connecticut Education Association
267 shall appoint four members who shall be classroom teachers at the time
268 of their appointment and during the term of their membership on the
269 council, two of whom shall be elementary school teachers, one of whom
270 shall be a special education teacher and one of whom shall be a
271 secondary school teacher; and the American Federation of Teachers-
272 Connecticut shall appoint [two] four members who shall be classroom
273 teachers at the time of their appointment and during the term of their
274 membership on the council, two of whom shall be secondary school
275 teacher, one of whom shall be an elementary school teacher and one of
276 whom shall be a special education teacher; and (2) the Teacher of the
277 Year for the prior year and the current Teacher of the Year. All
278 appointments shall be made and the names of the persons appointed
279 shall be submitted to the Commissioner of Education not later than

280 October 1, 1990.

281 (c) The initial terms for the members appointed by the Governor, the
282 State Board of Education and the majority and minority leaders of the
283 House of Representatives, two of the members appointed by the
284 Connecticut Education Association and one of the members appointed
285 by the American Federation of Teachers-Connecticut shall terminate on
286 September 30, 1991. The initial terms for all other members shall
287 terminate on September 30, 1992. Terms following the initial terms shall
288 be for three years, except that terms following the initial terms for the
289 members appointed by the Governor and the State Board of Education,
290 and terms following the initial terms for two of the members appointed
291 by the Connecticut Education Association, shall terminate on September
292 30, 1993; and terms following the initial terms for the members
293 appointed by the president pro tempore of the Senate and terms
294 following the initial terms for one of the members appointed by the
295 Connecticut Education Association shall terminate on September 30,
296 1994; thereafter, terms for such appointees shall be for three years. Any
297 appointments made on or after July 1, 2023, shall be for three years.

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

302 (e) The council shall (1) advise the State Board of Education, the
303 Governor and the joint standing committee of the General Assembly
304 having cognizance of matters relating to education concerning teacher
305 preparation, teacher recruitment, teacher retention, teacher certification,
306 teacher professional development, teacher assessment and evaluation
307 and teacher professional discipline; (2) review and comment upon all
308 regulations and other standards concerning the approval of teacher
309 preparation programs and teacher certification; and (3) report to the
310 State Board of Education, the Governor and the joint standing
311 committee of the General Assembly having cognizance of matters
312 relating to education not later than January 15, 1991, and annually

313 thereafter, on its activities and recommendations, if any, concerning the
314 condition of the teaching profession. [; and (4) develop a code of
315 professional responsibility for teachers not later than September 30,
316 1991.]

317 Sec. 9. (*Effective from passage*) (a) There is established a task force to
318 analyze the per pupil equity of funding the teachers' retirement system.
319 The task force shall develop recommendations (1) to address the
320 implications to student equity of appropriating funds through the
321 General Assembly under chapter 167a of the general statutes toward the
322 normal cost of teacher pensions, and the unfunded liability amortization
323 payments necessary to fully fund the teachers' retirement system; (2)
324 regarding the extent to which municipalities should contribute to the
325 normal cost of teacher pensions and the unfunded liability amortization
326 payments, in order to make the General Assembly's resource allocations
327 more equitable on a per pupil basis; (3) regarding whether certain
328 municipalities should be exempted from assuming a percentage of the
329 contributions identified under subdivision (2) of this subsection due to
330 the following factors: (A) Economic distress, (B) inability to pay, or (C)
331 low academic performance; and (4) regarding the manner by which
332 resources generated pursuant to subdivision (2) of this subsection
333 should be directed by the General Assembly toward (A) reducing
334 educational inequities, and (B) promoting the sustainability of the
335 teachers' retirement system.

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

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

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

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

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

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

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

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

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

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

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

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

365 (c) Any member of the task force appointed under subdivision (1),
366 (2), (3), (4), (5), (6) or (7) of subsection (b) of this section may be a member
367 of the General Assembly.

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

371 (e) The speaker of the House of Representatives and the president pro
372 tempore of the Senate shall select the chairpersons of the task force from

373 among the members of the task force. Such chairpersons shall schedule
374 the first meeting of the task force, which shall be held not later than sixty
375 days after the effective date of this section.

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

379 (g) Not later than January 1, 2025, the task force shall submit a report
380 on its findings and recommendations to the joint standing committee of
381 the General Assembly having cognizance of matters relating to
382 education and appropriations, in accordance with the provisions of
383 section 11-4a of the general statutes. The task force shall terminate on
384 the date that it submits such report or January 1, 2025, whichever is later.

385 Sec. 10. Subsection (a) of section 10-148d of the general statutes is
386 repealed and the following is substituted in lieu thereof (*Effective July 1,*
387 *2023*):

388 (a) For the school year commencing July 1, [2022] 2023, and each
389 school year thereafter, each paraeducator employed by a local or
390 regional board of education shall participate in a program of
391 professional development. Each local and regional board of education
392 shall make available, annually, at no cost to its paraeducators, a
393 program of professional development that is not fewer than eighteen
394 hours in length, of which a preponderance is in a small group or
395 individual instructional setting. Such program of professional
396 development shall (1) be a comprehensive, sustained and intensive
397 approach to improving paraeducators effectiveness in increasing
398 student knowledge achievement, (2) focus on refining and improving
399 various effective instruction methods that are shared between and
400 among paraeducators, (3) foster collective responsibility for improved
401 student performance, (4) be comprised of professional learning that (A)
402 is aligned with rigorous state student academic achievement standards,
403 (B) is conducted among paraeducators at the school and facilitated by
404 principals, coaches, mentors, distinguished educators, as described in

405 section 10-145s, or other appropriate teachers, (C) occurs frequently on
406 an individual basis or among groups of paraeducators in a job-
407 embedded process of continuous improvement, and (D) includes a
408 repository of best practices for instruction methods developed by
409 paraeducators within each school that is continuously available to such
410 paraeducators for comment and updating, and (5) include training in
411 culturally responsive pedagogy and practice. Each program of
412 professional development shall include professional development
413 activities in accordance with the provisions of subsection (b) of this
414 section. The [principles and practices of social-emotional learning and
415 restorative practices shall be integrated throughout the] components of
416 such program of professional development described in subdivisions (1)
417 to (5), inclusive, of this subsection shall integrate the principles and
418 practices of social-emotional learning and restorative practices
419 throughout, but may not otherwise include mandated trainings such as
420 trainings regarding blood-borne pathogens, the policies and procedures
421 of the Department of Children and Families and sexual harassment.

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

425 (b) Not later than a date prescribed by the commissioner, each local
426 and regional board of education shall establish a professional
427 development and evaluation committee. Such professional
428 development and evaluation committee shall consist of (1) at least one
429 teacher, as defined in subsection (a) of section 10-144d, as amended by
430 this act, selected by the exclusive bargaining representative for certified
431 employees chosen pursuant to section 10-153b, (2) at least one
432 administrator, as defined in subsection (a) of section 10-144e, selected
433 by the exclusive bargaining representative for certified employees
434 chosen pursuant to section 10-153b, [and] (3) at least one paraeducator
435 selected by any exclusive bargaining representative for paraeducators,
436 and (4) such other school personnel as the board deems appropriate. The
437 duties of such committees shall include, but not be limited to,
438 participation in the development or adoption of a teacher evaluation

439 and support program for the district, pursuant to section 10-151b, as
440 amended by this act, and the development, evaluation and annual
441 updating of a comprehensive local professional development plan for
442 certified employees of the district. Such plan shall: (A) Be directly
443 related to the educational goals prepared by the local or regional board
444 of education pursuant to subsection (b) of section 10-220, (B) on and after
445 July 1, 2021, be developed with full consideration of the priorities and
446 needs related to student social-emotional learning and restorative
447 practices, in accordance with the provisions of section 10-148a, as
448 amended by this act, and student academic outcomes as determined by
449 the State Board of Education, (C) provide for the ongoing and systematic
450 assessment and improvement of both teacher evaluation and
451 professional development of the professional staff members of each
452 such board, including personnel management and evaluation training
453 or experience for administrators, and (D) be related to regular and
454 special student needs and may include provisions concerning career
455 incentives and parent involvement. The State Board of Education shall
456 develop guidelines to assist local and regional boards of education in
457 determining the objectives of the plans and in coordinating staff
458 development activities with student needs and school programs. For the
459 school year commencing July 1, 2022, and each school year thereafter,
460 such committees shall develop, evaluate and annually update a
461 comprehensive local professional development plan for paraeducators
462 of the district in accordance with the provisions of this subsection.

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

471 (2) Not later than January 1, 2025, and annually thereafter, the
472 Department of Education shall (A) in collaboration with the School

473 Paraeducator Advisory Council, develop or update guidance and best
474 practices for programs of professional development provided for
475 paraeducators, and (B) distribute such guidance and best practices to
476 each local and regional board of education.

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

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

496 Sec. 13. Subsection (f) of section 10-145d of the general statutes is
497 repealed and the following is substituted in lieu thereof (*Effective July 1,*
498 *2023*):

499 (f) [An] (1) (A) Except as otherwise provided in subparagraph (B) of
500 this subdivision, an endorsement issued prior to July 1, 2013, to teach
501 elementary education grades one to six, inclusive, shall be valid for
502 grades kindergarten to six, inclusive, and for such an endorsement
503 issued on or after July 1, 2013, the endorsement shall be valid for grades
504 one to six, inclusive, except such an endorsement issued between July 1,

505 2013, and July 1, 2017, to any student who was admitted to and
506 successfully completes a teacher preparation program, as defined in
507 section 10-10a, in the certification endorsement area of elementary
508 education on or before June 30, 2017, shall be valid for grades
509 kindergarten to six, inclusive.

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

520 (2) An endorsement to teach comprehensive special education grades
521 one to twelve, inclusive, shall be valid for grades [kindergarten]
522 prekindergarten to twelve, inclusive, [, provided, on] On and after
523 September 1, 2013, any [(1)] (A) certified employee applying for a
524 comprehensive special education endorsement, or [(2)] (B) applicant for
525 an initial, provisional or professional educator certificate and a
526 comprehensive special education endorsement shall achieve a
527 satisfactory score on the reading instruction examination approved by
528 the State Board of Education on April 1, 2009, or a comparable reading
529 instruction examination with minimum standards that are equivalent to
530 the examination approved by the State Board of Education on April 1,
531 2009.

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

538 Sec. 15. Subsection (a) of section 10-145n of the general statutes is
539 repealed and the following is substituted in lieu thereof (*Effective July 1,*
540 *2023*):

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

565 Sec. 16. Subsection (i) of section 10-145a of the general statutes is
566 repealed and the following is substituted in lieu thereof (*Effective July 1,*
567 *2023*):

568 (i) On and after July 1, [2016] 2023, any program of teacher
569 preparation leading to professional certification shall require, as part of
570 the curriculum, clinical experience, field experience or student teaching

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

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

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

595 Sec. 18. Subsection (a) of section 10-145 of the general statutes is
596 repealed and the following is substituted in lieu thereof (*Effective July 1,*
597 *2023*):

598 (a) No teacher, supervisor, administrator, special service staff
599 member or school superintendent, except as provided for in section 10-
600 157, shall be employed in any of the schools of any local or regional
601 board of education unless such person possesses an appropriate state
602 certificate, nor shall any such person be entitled to any salary unless

603 such person can produce such certificate dated prior to or on the first
604 day of employment, except as provided for in section 10-157; provided
605 nothing in this subsection shall be construed to prevent the board of
606 education from prescribing qualifications additional to those prescribed
607 by the regulations of the State Board of Education and provided nothing
608 in this subsection shall be construed to prevent any local or regional
609 board of education from contracting with a licensed drivers' school
610 approved by the Commissioner of Motor Vehicles for the behind-the-
611 wheel instruction of a driver instruction course, to be given by driving
612 instructors licensed by the Department of Motor Vehicles. No person
613 shall be employed in any of the schools of any local or regional board of
614 education as a substitute teacher unless such person (1) holds a
615 bachelor's degree, provided the Commissioner of Education may waive
616 such requirement for good cause upon the request of a superintendent
617 of schools, and (2) is on a list maintained by the local or regional board
618 of education pursuant to subsection (f) of section 10-222c. A local or
619 regional board of education may employ a person as a substitute teacher
620 in the same assignment without a substitute authorization issued by the
621 Department of Education for a period not to exceed sixty school days.

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

625 (b) Any member may purchase, as provided in subsection (c) of this
626 section, additional credited service, but not to exceed an aggregate of
627 one year in the case of service described in subdivision (2) of this
628 subsection for each two years of active full-time service as a Connecticut
629 teacher; and not to exceed an aggregate of one year in the case of absence
630 described in subdivision (8) of this subsection for each five years of
631 active full-time service as a Connecticut teacher, provided if any such
632 absence exceeds thirty consecutive school months, such additional
633 credited service shall be limited to thirty school months; and not to
634 exceed an aggregate of ten years for all service described in this
635 subsection, except for the sum total of any service described in
636 [subdivision (2)] subdivisions (2) and (17) of this subsection. In no event

637 may any service described in this subsection be purchased if the
638 member is receiving or is, or will become, entitled to receive a retirement
639 benefit based upon such service from any governmental system other
640 than the teachers' retirement system or the federal Social Security
641 System. Additional credited service includes:

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

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

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

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

650 (5) Service as a teacher at The University of Connecticut prior to July
651 1, 1965;

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

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

656 (8) Any formal leave of absence as provided in regulations adopted
657 by the board, if the member subsequently returns to service for at least
658 one school year;

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

662 (10) Forty or more days of service as a substitute teacher, or the
663 equivalent service rendered at less than half-time, in a single public
664 school system within the state of Connecticut in any school year,

665 provided (A) eighteen days of such service shall equal one month of
666 credited service under subsection (a) of this section, and (B) on and after
667 July 1, 2022, such days of service shall be rendered within one school
668 year;

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

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

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

678 (14) Service in the United States Peace Corps;

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

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

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

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

694 Sec. 20. Subdivision (21) of section 10-183b of the general statutes is
695 repealed and the following is substituted in lieu thereof (*Effective July 1,*
696 *2023*):

697 (21) "Public school" means any day school conducted within or
698 without this state under the orders and superintendence of a duly
699 elected school committee, a board of education, the State Board of
700 Education, the Office of Early Childhood, the Board of Regents for
701 Higher Education, or any of its constituent units, The University of
702 Connecticut Board of Trustees, the board of governors or any of its
703 constituent units, the Technical Education and Career System, the E. O.
704 Smith School, the Children's Center and its successors, the State
705 Education Resource Center established pursuant to section 10-4q of the
706 2014 supplement to the general statutes, revision of 1958, revised to
707 January 1, 2013, the State Education Resource Center established
708 pursuant to section 10-357a, joint activities of boards of education
709 authorized by subsection (b) of section 10-158a and (A) any institution
710 supported by the state at which teachers are employed or any
711 incorporated secondary school not under the orders and
712 superintendence of a duly elected school committee or board of
713 education but located in a town not maintaining a high school and
714 providing free tuition to pupils of the town in which it is located, and
715 which has been approved by the State Board of Education under the
716 provisions of part II of chapter 164, or (B) on and after July 1, 2023, any
717 school operated by an interdistrict magnet school operator described in
718 section 10-264s, provided [that] such institution, [or such] secondary
719 school or school is classified as a public school by the retirement board.

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

728 system.

729 Sec. 22. Subsection (a) of section 10-156b of the general statutes is
730 repealed and the following is substituted in lieu thereof (*Effective July 1,*
731 *2023*):

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

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

743 (a) The superintendent of each local or regional board of education
744 shall annually evaluate or cause to be evaluated each teacher, and for
745 the school year commencing July 1, 2013, and each school year
746 thereafter, such annual evaluations shall be the teacher evaluation and
747 support program adopted pursuant to subsection (b) of this section. The
748 superintendent may conduct additional formative evaluations toward
749 producing an annual summative evaluation. An evaluation pursuant to
750 this subsection shall include, but need not be limited to, strengths, areas
751 needing improvement, strategies for improvement and multiple
752 indicators of student academic growth. Claims of failure to follow the
753 established procedures of such teacher evaluation and support program
754 shall be subject to the grievance procedure in collective bargaining
755 agreements negotiated subsequent to July 1, 2004. In the event that a
756 teacher does not receive a summative evaluation during the school year,
757 such teacher shall [receive a "not rated" designation for such school year]
758 be recorded as not evaluated. The superintendent shall report (1) the
759 status of teacher evaluations to the local or regional board of education

760 on or before June first of each year, and (2) the status of the
761 implementation of the teacher evaluation and support program,
762 including the frequency of evaluations, [aggregate evaluation ratings,]
763 the number of teachers who have not been evaluated and other
764 requirements as determined by the Department of Education, to the
765 Commissioner of Education on or before September fifteenth of each
766 year. For purposes of this section, the term "teacher" shall include each
767 professional employee of a board of education, below the rank of
768 superintendent, who holds a certificate or permit issued by the State
769 Board of Education.

770 (b) (1) Except as provided in subdivision (1) of subsection (d) of this
771 section, not later than September 1, 2013, and until June 30, 2024, each
772 local and regional board of education shall adopt and implement a
773 teacher evaluation and support program that is consistent with the
774 guidelines for a model teacher evaluation and support program
775 adopted by the State Board of Education, pursuant to subparagraph (A)
776 of subdivision (1) of subsection (c) of this section. Such teacher
777 evaluation and support program shall be developed through mutual
778 agreement between the local or regional board of education and the
779 professional development and evaluation committee for the school
780 district, established pursuant to subsection (b) of section 10-220a. If a
781 local or regional board of education is unable to develop a teacher
782 evaluation and support program through mutual agreement with such
783 professional development and evaluation committee, then such board
784 of education and such professional development and evaluation
785 committee shall consider the model teacher evaluation and support
786 program adopted by the State Board of Education, pursuant to
787 subparagraph (B) of subdivision (2) of subsection (c) of this section, and
788 such board of education may adopt, through mutual agreement with
789 such professional development and evaluation committee, such model
790 teacher evaluation and support program. If a local or regional board of
791 education and the professional development and evaluation committee
792 are unable to mutually agree on the adoption of such model teacher
793 evaluation and support program, then such board of education shall

794 adopt and implement a teacher evaluation and support program
795 developed by such board of education, provided such teacher
796 evaluation and support program is consistent with the guidelines
797 adopted by the State Board of Education, pursuant to subparagraph (A)
798 of subdivision (1) of subsection (c) of this section. Each local and
799 regional board of education may commence implementation of the
800 teacher evaluation and support program adopted pursuant to this
801 subsection in accordance with a teacher evaluation and support
802 program implementation plan adopted pursuant to subsection (d) of
803 this section.

804 (2) Except as provided in subdivision (2) of subsection (d) of this
805 section, for the school year commencing July 1, 2024, and each school
806 year thereafter, each local and regional board of education shall adopt
807 and implement a teacher evaluation and support program that is
808 consistent with the guidelines for a teacher evaluation and support
809 program adopted by the State Board of Education, pursuant to
810 subparagraph (B) of subdivision (1) of subsection (c) of this section. Such
811 teacher evaluation and support program shall be developed through
812 mutual agreement between the local or regional board of education and
813 the professional development and evaluation committee for the school
814 district, established pursuant to subsection (b) of section 10-220a. If a
815 local or regional board of education is unable to develop a teacher
816 evaluation and support program through mutual agreement with such
817 professional development and evaluation committee, then such board
818 of education and such professional development and evaluation
819 committee shall consider the model teacher evaluation and support
820 program adopted by the State Board of Education, pursuant to
821 subparagraph (B) of subdivision (2) of subsection (c) of this section, and
822 such board of education may adopt, through mutual agreement with
823 such professional development and evaluation committee, such model
824 teacher evaluation and support program. If a local or regional board of
825 education and the professional development and evaluation committee
826 are unable to mutually agree on the adoption of such model teacher
827 evaluation and support program, then such board of education shall

828 adopt and implement a teacher evaluation and support program
829 developed by such board of education, provided such teacher
830 evaluation and support program is consistent with the guidelines
831 adopted by the State Board of Education, pursuant to subparagraph (B)
832 of subdivision (1) of subsection (c) of this section.

833 (c) (1) (A) On or before July 1, 2012, the State Board of Education shall
834 adopt, in consultation with the Performance Evaluation Advisory
835 Council established pursuant to section 10-151d, as amended by this act,
836 guidelines for a model teacher evaluation and support program. Such
837 guidelines shall include, but not be limited to, [(A)] (i) the use of four
838 performance evaluations designators: Exemplary, proficient,
839 developing and below standard; [(B)] (ii) the use of multiple indicators
840 of student academic growth and development in teacher evaluations;
841 [(C)] (iii) methods for assessing student academic growth and
842 development; [(D)] (iv) a consideration of control factors tracked by the
843 state-wide public school information system, pursuant to subsection (c)
844 of section 10-10a, that may influence teacher performance ratings,
845 including, but not limited to, student characteristics, student attendance
846 and student mobility; [(E)] (v) minimum requirements for teacher
847 evaluation instruments and procedures, including scoring systems to
848 determine exemplary, proficient, developing and below standard
849 ratings; [(F)] (vi) the development and implementation of periodic
850 training programs regarding the teacher evaluation and support
851 program to be offered by the local or regional board of education or
852 regional educational service center for the school district to teachers
853 who are employed by such local or regional board of education and
854 whose performance is being evaluated and to administrators who are
855 employed by such local or regional board of education and who are
856 conducting performance evaluations; [(G)] (vii) the provision of
857 professional development services based on the individual or group of
858 individuals' needs that are identified through the evaluation process;
859 [(H)] (viii) the creation of individual teacher improvement and
860 remediation plans for teachers whose performance is developing or
861 below standard, designed in consultation with such teacher and his or

862 her exclusive bargaining representative for certified teachers chosen
863 pursuant to section 10-153b, and that [(i)] (I) identify resources, support
864 and other strategies to be provided by the local or regional board of
865 education to address documented deficiencies, [(ii)] (II) indicate a
866 timeline for implementing such resources, support, and other strategies,
867 in the course of the same school year as the plan is issued, and [(iii)] (III)
868 include indicators of success including a summative rating of proficient
869 or better immediately at the conclusion of the improvement and
870 remediation plan; [(I)] (ix) opportunities for career development and
871 professional growth; and [(J)] (x) a validation procedure to audit
872 evaluation ratings of exemplary or below standard by the department
873 or a third-party entity approved by the department.

874 (B) On or before July 1, 2024, the State Board of Education shall adopt,
875 in consultation with the Performance Evaluation Advisory Council
876 established pursuant to section 10-151d, as amended by this act,
877 guidelines for a teacher evaluation and support program. Such
878 guidelines shall include, but not be limited to, (i) the use of multiple
879 indicators of student learning, growth and achievement in teacher
880 evaluations; (ii) methods for assessing student learning, growth and
881 achievement; (iii) a consideration of control factors tracked by the state-
882 wide public school information system, pursuant to subsection (c) of
883 section 10-10a, that may influence teacher performance, including, but
884 not limited to, student characteristics, student attendance and student
885 mobility; (iv) minimum requirements for teacher evaluation
886 instruments and procedures, including an annual summary of teacher
887 growth provided by the evaluator; (v) the development and
888 implementation of periodic training programs regarding the teacher
889 evaluation and support program to be offered by the local or regional
890 board of education or regional educational service center for the school
891 district to teachers who are employed by such local or regional board of
892 education and whose performance is being evaluated and to
893 administrators who are employed by such local or regional board of
894 education and who are conducting performance evaluations; (vi) the
895 provision of professional development services based on the individual

896 or group of individuals' needs that are identified through the evaluation
897 process; (vii) the creation of individual teacher improvement and
898 remediation plans for teachers who require additional support,
899 designed in consultation with such teacher and his or her exclusive
900 bargaining representative for certified teachers chosen pursuant to
901 section 10-153b, and that (I) identify resources, support and other
902 strategies to be provided by the local or regional board of education to
903 address documented deficiencies, (II) indicate a timeline for
904 implementing such resources, support, and other strategies, in the
905 course of the same school year as the plan is issued, and (III) include
906 indicators of success immediately at the conclusion of the improvement
907 and remediation plan; (viii) opportunities for career development and
908 professional growth; and (ix) a validation procedure to audit
909 remediation plans by the department or a third-party entity approved
910 by the department.

911 (2) (A) The State Board of Education [shall, following the completion
912 of the teacher evaluation and support pilot program, pursuant to section
913 10-151f, and the submission of the study of such pilot program,
914 pursuant to section 10-151g, review and] may revise, as necessary, the
915 guidelines for a [model] teacher evaluation and support program and
916 the model teacher evaluation and support program adopted under [this
917 subsection] subparagraph (B) of this subdivision.

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

923 (d) (1) A local or regional board of education may phase in full
924 implementation of the teacher evaluation and support program adopted
925 pursuant to subsection (b) of this section during the school years
926 commencing July 1, 2013, and July 1, 2014, pursuant to a teacher
927 evaluation and support program implementation plan adopted by the
928 State Board of Education, in consultation with the Performance

929 Evaluation Advisory Council, not later than July 1, 2013. The
930 Commissioner of Education may waive the provisions of subdivision (1)
931 of subsection (b) of this section and the implementation plan provisions
932 of this subsection for any local or regional board of education that has
933 expressed an intent, not later than July 1, 2013, to adopt a teacher
934 evaluation program for which such board requests a waiver in
935 accordance with this subsection.

936 (2) The Commissioner of Education may waive the provisions of
937 subdivision (2) of subsection (b) of this section for any local or regional
938 board of education that has expressed an intent, not later than July 1,
939 2024, to adopt a teacher evaluation program for which such board
940 requests a waiver in accordance with this subsection.

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

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

960 (b) The council shall be responsible for (1) assisting the State Board of

961 Education in the development of (A) guidelines for a [model] teacher
962 evaluation and support program, and (B) a model teacher evaluation
963 and support program, pursuant to subsection (c) of section 10-151b, as
964 amended by this act, and (2) the data collection and evaluation support
965 system, pursuant to subsection (c) of section 10-10a, [, and (3) assisting
966 the State Board of Education in the development of a teacher evaluation
967 and support program implementation plan, pursuant to subsection (e)
968 of section 10-151b.] The council shall meet at least quarterly. The council
969 shall collaborate with the Task Force to Diversify the Educator
970 Workforce, established pursuant to section 10-156aa, to focus on issues
971 concerning equity and closing the achievement gap, as defined in
972 section 10-14u.

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

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

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

994 (b) For the school year commencing July 1, [2014] 2023, and each
995 school year thereafter, each local and regional board of education shall
996 (1) conduct the training programs and orientation described in
997 subsection (a) of this section at least [biennially] annually to all
998 evaluators and teachers employed by such board, (2) conduct such
999 training programs for all new evaluators prior to any evaluations
1000 conducted by such evaluators, and (3) provide such orientation to all
1001 new teachers hired by such board before such teachers receive an
1002 evaluation.

1003 Sec. 26. Subsection (d) of section 10-262u of the general statutes is
1004 repealed and the following is substituted in lieu thereof (*Effective July 1,*
1005 *2023*):

1006 (d) The local or regional board of education for a town designated as
1007 an alliance district may apply to the Commissioner of Education, at such
1008 time and in such manner as the commissioner prescribes, to receive any
1009 increase in funds received over the amount the town received for the
1010 prior fiscal year pursuant to subsection (a) of section 10-262i.
1011 Applications pursuant to this subsection shall include objectives and
1012 performance targets and a plan that are developed, in part, on the
1013 strategic use of student academic performance data. Such plan may
1014 include, but not be limited to, the following: (1) A tiered system of
1015 interventions for the schools under the jurisdiction of such board based
1016 on the needs of such schools, (2) ways to strengthen the foundational
1017 programs in reading, through the intensive reading instruction program
1018 pursuant to section 10-14u, to ensure reading mastery in kindergarten
1019 to grade three, inclusive, with a focus on standards and instruction,
1020 proper use of data, intervention strategies, current information for
1021 teachers, parental engagement, and teacher professional development,
1022 (3) additional learning time, including extended school day or school
1023 year programming administered by school personnel or external
1024 partners, (4) a talent strategy that includes, but is not limited to, teacher
1025 and school leader recruitment and assignment, career ladder policies
1026 that draw upon guidelines for a [model] teacher evaluation program
1027 adopted by the State Board of Education, pursuant to section 10-151b,

1028 as amended by this act, and adopted by each local or regional board of
1029 education. Such talent strategy may include provisions that
1030 demonstrate increased ability to attract, retain, promote and bolster the
1031 performance of staff in accordance with performance evaluation
1032 findings and, in the case of new personnel, other indicators of
1033 effectiveness, (5) training for school leaders and other staff on new
1034 teacher evaluation models, (6) provisions for the cooperation and
1035 coordination with early childhood education providers to ensure
1036 alignment with district expectations for student entry into kindergarten,
1037 including funding for an existing local Head Start program, (7)
1038 provisions for the cooperation and coordination with other
1039 governmental and community programs to ensure that students receive
1040 adequate support and wraparound services, including community
1041 school models, (8) provisions for implementing and furthering state-
1042 wide education standards adopted by the State Board of Education and
1043 all activities and initiatives associated with such standards, (9) strategies
1044 for attracting and recruiting minority teachers and administrators, (10)
1045 provisions for the enhancement of bilingual education programs,
1046 pursuant to section 10-17f, or other language acquisition services to
1047 English language learners, including, but not limited to, participation in
1048 the English language learner pilot program, established pursuant to
1049 section 10-17n, (11) entering into the model school district
1050 responsibilities agreement, described in section 10-223l, (12) leadership
1051 succession plans that provide training and learning opportunities for
1052 administrators and are designed to assist in the seamless transition of
1053 school and district personnel in and out of leadership positions in the
1054 school district and the continuous implementation of plans developed
1055 under this subsection, (13) implementing the policy adopted pursuant
1056 to section 10-223m to improve completion rates of the Free Application
1057 for Federal Student Aid by students enrolled in grade twelve in a high
1058 school under the jurisdiction of such board or students enrolled in an
1059 adult education program maintained by such board pursuant to section
1060 10-69, and, as applicable, the parent and guardians of such students, and
1061 (14) any additional categories or goals as determined by the
1062 commissioner. Such plan shall demonstrate collaboration with key

1063 stakeholders, as identified by the commissioner, with the goal of
 1064 achieving efficiencies and the alignment of intent and practice of current
 1065 programs with conditional programs identified in this subsection. The
 1066 commissioner may (A) require changes in any plan submitted by a local
 1067 or regional board of education before the commissioner approves an
 1068 application under this subsection, and (B) permit a local or regional
 1069 board of education, as part of such plan, to use a portion of any funds
 1070 received under this section for the purposes of paying tuition charged
 1071 to such board pursuant to subdivision (1) of subsection (k) of section 10-
 1072 264l or subsection (b) of section 10-264o.

1073 Sec. 27. Sections 10-151f and 10-151g of the general statutes are
 1074 repealed. (*Effective July 1, 2023*)

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>from passage</i>	New section
Sec. 2	<i>July 1, 2023</i>	10-153e(e)
Sec. 3	<i>July 1, 2024</i>	10-15c
Sec. 4	<i>July 1, 2024</i>	New section
Sec. 5	<i>July 1, 2023</i>	10-148a(a)
Sec. 6	<i>July 1, 2023</i>	New section
Sec. 7	<i>July 1, 2023</i>	10-220(c)
Sec. 8	<i>July 1, 2023</i>	10-144d
Sec. 9	<i>from passage</i>	New section
Sec. 10	<i>July 1, 2023</i>	10-148d(a)
Sec. 11	<i>July 1, 2023</i>	10-220a(b) and (c)
Sec. 12	<i>July 1, 2023</i>	10-76d(a)(10)(I)
Sec. 13	<i>July 1, 2023</i>	10-145d(f)
Sec. 14	<i>from passage</i>	New section
Sec. 15	<i>July 1, 2023</i>	10-145n(a)
Sec. 16	<i>July 1, 2023</i>	10-145a(i)
Sec. 17	<i>July 1, 2023</i>	10-8c
Sec. 18	<i>July 1, 2023</i>	10-145(a)
Sec. 19	<i>July 1, 2023</i>	10-183e(b) and (c)
Sec. 20	<i>July 1, 2023</i>	10-183b(21)
Sec. 21	<i>July 1, 2023</i>	New section
Sec. 22	<i>July 1, 2023</i>	10-156b(a)

Sec. 23	<i>July 1, 2023</i>	10-151b
Sec. 24	<i>July 1, 2023</i>	10-151d
Sec. 25	<i>July 1, 2023</i>	10-151h
Sec. 26	<i>July 1, 2023</i>	10-262u(d)
Sec. 27	<i>July 1, 2023</i>	Repealer section

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

OFA Fiscal Note

State Impact:

Agency Affected	Fund-Effect	FY 24 \$	FY 25 \$
Higher Ed., Off.	GF - Cost	75,000	75,000
Higher Ed., Off.	GF - Potential Cost	See Below	See Below
Office of Early Childhood	GF - Potential Cost	None	See Below
State Comptroller - Fringe Benefits ¹	GF - Cost	32,115	32,115

Note: GF=General Fund

Municipal Impact:

Municipalities	Effect	FY 24 \$	FY 25 \$
Local and Regional School Districts	Potential Cost	Minimal	Minimal

The Out Years

The bill makes several changes to various education statutes resulting in (1) costs to the Office of Higher Education, and (2) potential costs to the Office of Early Childhood and local and regional school districts. The amendment also makes several changes which have no fiscal impact.

The fiscal impact of each section is described below.

Section 1 specifies that the edTPA preservice performance

¹The fringe benefit costs for most state employees are budgeted centrally in accounts administered by the Comptroller. The estimated active employee fringe benefit cost associated with most personnel changes is 42.82% of payroll in FY 24.

assessment tool shall only be used as an accountability tool, and not to deny an application for the issuance of an initial educator certificate. This has no fiscal impact.

Section 2 allows the State Board of Labor Relations to issue cease and desist orders when a local or regional school district or collective bargaining unit alleges that a prohibited practice has occurred, under certain circumstances, beginning in FY 24. This is a procedural change that has no fiscal impact.

Section 3 changes the kindergarten entry age of 5 from January to September beginning in FY 25 which would likely impact the Office of Early Childhood (OEC) expenditures on child care and school readiness programs to the extent that OEC is required to provide continuity of services for those children impacted by the provisions of the bill. For reference, the preschool rate for School Readiness and Child Day Care programs is approximately \$8,900 per child per year.

Section 4 requires local and regional school districts to incorporate play-based learning into instructional time for kindergarten and preschool students, and to permit such instruction by teachers of grades one through five, beginning in FY 25. There is a potential minimal cost to the extent that this requires purchase of any materials or supplies needed to facilitate play-based learning.

Section 5 expands professional development requirements for educators to include play-based learning and, for principals and vice principals, to include management of school personnel and methods for engaging school personnel with the goals of the school. There is a potential, minimal cost beginning in FY 25 to districts associated with the purchase of any materials relevant to the new trainings established by the amendment.

Section 6 requires, beginning in FY 24, local and regional school districts to develop exit surveys and administer them to teachers who resign voluntarily. **Section 7** requires districts to submit the results of these surveys, and associated attrition rates, to the State Department of

Education. These provisions have no fiscal impact as it is anticipated that districts can complete the requirement with existing resources.

Section 8 expands membership of the Connecticut Advisory Council for Teacher Professional Standards. This has no fiscal impact as members are not compensated.

Section 9 establishes a task force to study the per pupil equity of funding of the Teachers' Retirement System. This has no fiscal impact as legislative task force members are not compensated.

Section 10 expands professional development for paraprofessionals to include social and emotional learning, and specifies that such professional development cannot include certain mandatory trainings. This has no fiscal impact, as it is not anticipated to change the cost to local or regional school districts of providing professional development for paraprofessionals.

Section 11 requires the professional development and evaluation committee for each local and regional school district to include at least one paraeducator. This has no fiscal impact. It also requires the State Department of Education to annually develop or update guidance and best practices for professional development for paraeducators and to distribute those best practices to local and regional school districts. This has no fiscal impact as it is anticipated that SDE can meet this requirement with existing resources.

Section 12 requires a paraprofessional who is working with a child receiving special education services to review the child's educational program with a supervisor, as needed, after any planning and placement team meeting. This procedural change has no fiscal impact.

Sections 13, 15 to 18 make several changes regarding teacher certification, permits, and endorsements. These changes have no fiscal impact as they are not anticipated to change any costs to districts associated with educator staff or revenue to SDE regarding fees.

Section 14 requires the Office of Higher Education (OHE) to hire one full-time employee for the existing alternate route to the certification program and to expand the program.

This is anticipated to result in a personnel cost to OHE of approximately \$75,000 annually beginning in FY 24 for a full-time Senior Consultant position with corresponding fringe benefits of \$32,115. Additionally, expanding the program would result in a cost to OHE. The scope of the programmatic costs would be dependent on how the agency expands the program.

Section 19 makes changes to the purchase of service statutes in the Teachers' Retirement System that may result in additional purchases of credited service than permitted under current law. Since the additional credited service permitted under the amendment must be purchased by the member at the full actuarial cost this provision is not anticipated to result in a fiscal impact to the state.

Sections 20 and 21 make changes to the Teachers' Retirement System (TRS) statutes, including requiring the Teachers' Retirement Board to classify schools operated by Goodwin University Magnet Schools and Goodwin University Educational Service as public schools, that are not anticipated to result in a fiscal impact. Teachers in schools operated by Goodwin University Magnet Schools and Goodwin University Educational Service currently participate in the TRS through the LEARN Regional Educational Services Center.

Section 22 makes a technical change regarding the impact of the formation of regional school districts on teacher rights and benefits, which has no fiscal impact.

Sections 23 to 27 make several changes regarding teacher evaluation and support. Section 25 requires local and regional school districts to conduct trainings at least annually for teacher evaluators (instead of biennially), which results in a potential minimal cost beginning in FY 24 associated with the purchase of training materials. The bill makes other minor changes regarding teacher evaluation and support that have no

fiscal impact.

House "A" strikes the underlying bill and results in the above identified fiscal impact.

The Out Years:

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

OLR Bill Analysis**sHB 6880 (as amended by House "A")******AN ACT CONCERNING ASSORTED REVISIONS AND ADDITIONS TO THE EDUCATION STATUTES.***

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Revises and expands the membership of the Teacher Professional Standards Advisory Council, including adding the Teacher of the Year and the previous year's Teacher of the Year

§ 9 — TEACHERS' RETIREMENT SYSTEM TASK FORCE

Establishes a task force to analyze the per pupil equity of TRS funding; requires the task force to submit its recommendations to the Education and Appropriations committees by January 1, 2025

§§ 10 & 11 — PARAEDUCATOR PROFESSIONAL DEVELOPMENT

Excludes certain mandated trainings from paraeducator professional development programs; requires annual updates to SDE's guidance and best practices for programs of professional development

§ 11 — PARAEDUCATOR PDEC MEMBERSHIP

Adds a paraeducator to each school district's professional development and evaluation committee (PDEC)

§ 12 — IEP REVIEW BY PARAPROFESSIONALS

Requires paraeducators to review a student's IEP with a supervisor as needed

§ 13 — CERTIFICATE ENDORSEMENTS FOR PRESCHOOL AND KINDERGARTEN TEACHING

Allows the education commissioner to allow a teacher with a (1) grade one through six endorsement to teach kindergarten for a second year without demonstrating enrollment in a kindergarten endorsement program or (2) grade one through 12 comprehensive special education endorsement to teach preschool in addition to kindergarten as current law allows

§ 14 — ARC PROGRAM EXPANSION

Requires OHE to expand its ARC program attended by minority teacher incentive program grant recipients and hire one full-time permanent employee to administer the expanded ARC program

§ 15 — ADJUNCT ARTS INSTRUCTOR PERMIT

Allows SBE to additionally issue adjunct instructor permits in the arts to applicants who hold a degree higher than a bachelor's and meet other requirements in existing law

§ 16 — STUDENT TEACHING EXPERIENCE BY DRG

Removes the requirement that teacher preparation program participants complete their clinical, field, or student teaching

experience in two different types of school districts according to DRG categorization

§ 17 — INTEGRATED AND CROSS ENDORSEMENTS

Allows SDE, in cooperation with OHE, to authorize three new endorsements affecting early childhood education, special education, and grades kindergarten through three teaching positions

§ 18 — SUBSTITUTE TEACHERS

Allows local or regional boards of education, under certain circumstances, to employ a substitute teacher for up to 60 days without obtaining an SDE-issued substitute authorization

§ 19 — PURCHASING TEACHER RETIREMENT CREDIT

Removes service at SERC from the 10-year aggregate limit on purchases of TRS retirement credit

§§ 20 & 21 — ADDITIONS TO THE TEACHERS' RETIREMENT SYSTEM

Expands the TRS to cover teachers employed by an interdistrict magnet school operated by (1) a private higher education institution's board of governors; (2) an SDE-approved, third-party nonprofit corporation; or (3) Goodwin University Magnet Schools, Inc. and Goodwin University Educational Services, Inc., specifically

§ 22 — TENURE AND ACCUMULATED SICK LEAVE

Maintains a teacher's tenure and accumulated sick leave in the event a new regional school district is formed

§§ 23-27 — TEACHER PERFORMANCE EVALUATIONS

Requires local and regional boards of education to adopt revised teacher evaluation programs and SBE to adopt revised program guidelines that use new (1) student indicators and assessment methods and (2) teacher feedback mechanisms; removes obsolete language

BACKGROUND

SUMMARY

This bill makes various changes to education laws, as described below.

*House Amendment "A" is a strike-all amendment that replaces the

underlying bill, thereby removing provisions on boards of education (1) making curriculum materials available to parents and guardians; (2) posting notice of school meal compliance with federal nutrition requirements; (3) allowing teenage fathers to attend adult education; (4) making board meeting agendas and documents publicly available; (5) giving in-service training on seizures; and (6) supplying free menstrual products in restrooms. It also removes provisions on the State Department of Education (SDE) (1) making a plan for a statewide remote learning school, (2) appointing a parent advisory committee and a teacher advisory committee, and (3) supporting after school grant recipients.

EFFECTIVE DATE: Various; see below

§ 1 — LIMITATIONS ON USE OF EDTPA

Limits the use of the teacher preservice performance assessment, edTPA, to only as an accountability measure for teacher preparation programs, retroactive to July 1, 2022

Retroactive to July 1, 2022, the bill requires that the state's teacher preservice performance assessment, edTPA, can only be used as an accountability measure for teacher preparation programs and bars the State Board of Education (SBE) from using edTPA assessment results to deny an application for an initial educator certificate. In 2016, SBE approved a resolution that required all teacher preparation programs in the state, whether at four-year institutions or alternate route to certification programs, to require satisfactory completion of edTPA by all teacher candidates in order to complete a teacher preparation program.

By law, unchanged by the bill, SBE must grant an initial educator certificate to any applicant who (1) holds a bachelor's degree or an advanced degree from an accredited institution of higher education; (2) has completed (a) a teacher preparation program approved by SBE or the appropriate governing body in another state or (b) an alternate route to certification program approved by SBE or the appropriate governing body in another state, and satisfies the requirements for either a temporary 90-day certificate or a resident teacher certificate, both of

which are short-term certificates; and (3) satisfies the special education coursework requirement (CGS § 10-145b). These requirements do not consider the results of the edTPA assessment.

It is not clear under the bill whether the use of edTPA as an accountability measure would mean teacher preparation programs could continue to use it as a program requirement.

The Stanford Center for Assessment, Learning, and Equity created edTPA and Pearson Assessments, Inc., scores and administers it across the country. It generally costs applicants \$300.

EFFECTIVE DATE: Upon passage

§ 2 — CEASE-AND-DESIST ORDERS FOR PROHIBITED PRACTICES

Allows SBLR to issue a cease-and-desist order for certain violations of the teachers collective bargaining law

The bill allows the State Board of Labor Relations (SBLR) to issue a cease-and-desist order for certain violations of the teachers collective bargaining law (e.g., refusal to negotiate in good faith or retaliating against a complainant). Under the bill, when an alleged prohibited practice or breach of duty is ongoing, SBLR may order the party committing the act or practice to cease and desist from doing it until the board makes a determination on the matter.

Currently, SBLR may only issue a cease-and-desist order after holding a hearing on the complaint and making a determination.

By law, boards of education (i.e., “school board”) and an employees’ representative organization (i.e., “union”) can file complaints about prohibited practice violations with the SBLR. Certified teachers and other certified employees may also file complaints about a breach of the duty of fair representation.

Initially, an agent investigates the complaint and may or may not issue a report charging there has been a prohibited practice. And if it does, SBLR must hold a hearing on the matter. Even if the agent’s report

recommends dismissing the complaint, or the agent does not make a report or issue a complaint, the SBLR can still choose to hold a hearing.

Under the bill, at this point in the process, the board can issue and cause to be served on the party committing the act or practice an order requiring the party to cease and desist from the act or practice until the board makes a determination. Current law authorizes SBLR to issue a cease-and-desist order only after holding a hearing on the complaint. The board can also take further action to ensure the prohibited practice or breach of duty is stopped and collective bargaining law is properly carried out.

EFFECTIVE DATE: July 1, 2023

§ 3 — RAISING THE KINDERGARTEN STARTING AGE

Raises the age children can start public school kindergarten from age five by January of the school year to age five by September of the school year

Current law requires children to be at least age five by January of the school year in order to enroll in public school kindergarten. The bill instead requires the child turn age five by September of the school year in order to enroll in kindergarten.

EFFECTIVE DATE: July 1, 2024

§§ 4 & 5 — PLAY-BASED LEARNING DURING PRESCHOOL, KINDERGARTEN, AND GRADES ONE TO FIVE

Requires schools to provide play-based learning during each regular school day for kindergarten and preschool students; requires school boards to permit a teacher to use play-based learning during the school day for grades one to five; adds play-based learning to educator professional development

The bill requires each school board to provide play-based learning during the instructional time of each regular school day for students in kindergarten and preschool. The play-based learning must (1) be incorporated and integrated into daily practice; (2) allow for the students' needs to be met through free play, guided play, and games; and (3) not involve, predominantly, using mobile electronic devices.

Additionally, it requires each school board to allow a teacher to use

play-based learning during the instructional time of a regular school day for students in grades one to five, inclusive. The play-based learning may be incorporated and integrated into daily practice, and, as with kindergarten and preschool, must (1) allow for the students' needs to be met through free play, guided play, and games and (2) predominantly not involve using mobile electronic devices.

Under the bill "play-based learning" means a teaching approach that emphasizes play in promoting learning and includes developmentally appropriate strategies that can be integrated with existing learning standards. It does not mean time spent in recess or as part of a physical education course or instruction.

The bill requires that any play-based learning comply with a student's individualized education program under special education law or an accommodation plan under Section 504 of the federal Rehabilitation Act of 1973.

A school employee may only prevent or otherwise restrict a student's participation in play-based learning if it is in accord with the school board's policy addressing recess restrictions as a form of discipline.

Definitions

Under the bill:

1. "Free play" means unstructured, voluntary, child-initiated activities a child does 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. "Recess" means at least 20 minutes during the regular school day for each elementary school student devoted to physical exercise

as required by law.

4. “Mobile electronic device” means any hand-held or other portable electronic equipment that provides data communication between two or more individuals, including a text messaging or paging device, a personal digital assistant, a laptop computer, equipment that can play a video game or a digital video disk, or equipment on which digital images are taken or transmitted.
5. “Instructional time” means the time of actual school work during a regular school day.

Play-Based Learning and Professional Development

Additionally, the bill adds play-based learning to educator professional development beginning July 1, 2024. Under current law, educator professional development must include a number of specific topics including refining and improving various effective teaching methods that are shared between and among educators. The bill adds that this must include play-based learning, as defined in the bill, for those teaching preschool or in grades kindergarten through five.

EFFECTIVE DATE: July 1, 2024, except the professional development provision is effective July 1, 2023.

§§ 6-7 — EXIT SURVEY FOR TEACHERS LEAVING THE PROFESSION AND TEACHER ATTRITION RATES

Requires school boards to (1) develop and conduct exit surveys of teachers voluntarily leaving employment with the board and (2) add teacher attrition rates to their strategic school profile report

The bill requires each school board, by January 1, 2024, to develop an exit survey to be completed by a teacher who is employed by the board and voluntarily ceases employment with that board. The survey must include questions addressing (1) why the teacher is ceasing employment, (2) whether the teacher is leaving the profession, (3) the teacher’s demographics, and (4) the subject areas the teacher taught.

The bill also requires school boards to add teacher attrition rates and the exit survey results to the existing strategic school profile report that

school districts submit to SDE each year. The profile already includes information such as student performance, student needs, school resources and resource usage, and student discipline. SDE publishes the reports on its website.

EFFECTIVE DATE: July 1, 2023

§ 8 — TEACHER PROFESSIONAL STANDARDS ADVISORY COUNCIL

Revises and expands the membership of the Teacher Professional Standards Advisory Council, including adding the Teacher of the Year and the previous year’s Teacher of the Year

The bill revises and expands the membership of the Teacher Professional Standards Advisory Council. The 17-member council is expanded to 19 members by adding the Teacher of the Year and the previous year’s Teacher of the Year and by adjusting the number of appointments for some of the appointing authorities. In addition, the bill changes the qualifiers for several members.

By law, the council advises SBE, the Education Committee, and the governor on teacher preparation, recruitment, retention, certification, professional development, and assessment and evaluation. It must report by January 15 each year to SBE, the Education Committee, and the governor on its activities and recommendations, if any, about the teaching profession.

The membership changes of appointed members are shown in the table below.

Table: Teacher Professional Standards Advisory Council Appointed Members

	<i>Current Law</i>	<i>Bill</i>
<i>Appointing Authority</i>	<i>Member Qualifier and Number of Appointments</i>	
Governor	Public member who represents business and industry	No change

	Current Law	Bill
Appointing Authority	Member Qualifier and Number of Appointments	
State Board of Education	One faculty member or administrator of a state-approved teacher preparation program One public member who represents business and industry	Two who are either faculty members or administrators of a state-approved teacher preparation program
House speaker	One parent of a public school elementary or secondary school student	One parent or guardian of a public school elementary or secondary school student
Senate president pro tempore	One member who represents business and industry	One administrator of a local or regional school board of education
House majority leader	One school superintendent	No change
Senate majority leader	One member of a local or regional board of education	No change
House minority leader	One public member One public school administrator	One superintendent of a regional school district
Senate minority leader	One parent of a public school elementary or secondary school student One public member	One parent of a public school secondary school student
Connecticut Education Association	Four classroom teachers at the time of, and during, their appointment; two of whom are elementary school teachers	Four classroom teachers at the time of, and during, their appointment; two of whom are elementary school teachers, one is a secondary school teacher, and one is a special education teacher
American Federation of Teachers – Connecticut	Two classroom teachers at the time of, and during, their appointment; one of whom is an elementary school teacher	Four classroom teachers at the time of, and during, their appointment; one of whom is an elementary school teacher, two are secondary school teachers, and one is a special education teacher

The bill states that all appointments made after July 1, 2023, are for three-year terms. By law, terms are three years.

The bill also removes an obsolete provision.

EFFECTIVE DATE: July 1, 2023

§ 9 — TEACHERS' RETIREMENT SYSTEM TASK FORCE

Establishes a task force to analyze the per pupil equity of TRS funding; requires the task force to submit its recommendations to the Education and Appropriations committees by January 1, 2025

The bill establishes a 13-member task force to analyze the per-pupil equity of Teachers' Retirement System (TRS) funding. The task force must develop recommendations regarding:

1. the student equity implications of appropriating funds through the state TRS laws toward the pension normal cost and the unfunded liability amortization payments necessary to fully fund the TRS (unfunded liability payments are made due to underfunding in previous years);
2. whether and how much municipalities should contribute to the pension normal cost and the unfunded liability amortization payments in order to make the General Assembly's allocations more equitable on a per-pupil basis;
3. whether certain municipalities should be exempted from assuming a percentage of the municipal contributions identified above due to the following factors: (a) economic distress, (b) inability to pay, or (c) low academic performance; and
4. whether and how the resources generated through municipal contributions should be directed by the General Assembly toward (a) reducing educational inequities and (b) promoting the TRS sustainability.

Members

The task force includes the following members, by virtue of their positions, or their designees: governor; education commissioner; TRS executive director; and the Commission on Women, Children, Seniors, Equity and Opportunity executive director. The appointed members are

listed in the table below.

Table: Task Force to Study the Per-Pupil Equity of TRS Funding Appointees

<i>Appointing Authority (Number of Appointments)</i>	<i>Member Organization or Other Qualifier</i>
House speaker (one)	American Federation of Teachers-Connecticut representative
Senate president pro tempore (one)	Connecticut Education Association representative
House majority leader (one)	Representative of an advocacy organization focused on educational equity
Senate majority leader (one)	Representative of an organization with national expertise in both teacher pensions and school finance
House minority leader (two)	<ul style="list-style-type: none"> • Connecticut Association of School Business Officials representative • Connecticut Association of Public School Superintendents representative
Senate minority leader (two)	<ul style="list-style-type: none"> • Connecticut Conference of Municipalities representative • Connecticut Association of Boards of Education representative
Black and Puerto Rican Caucus chair (one)	(No specific organization or qualifier)

Any of the appointed members may be a member of the General Assembly. All initial appointments must be made no later than 30 days after the bill's passage. Any vacancy will be filled by the appointing authority.

The House speaker and the Senate president pro tempore select the chairpersons of the task force from among its members. The chairpersons must schedule the first meeting of the task force, which must be held no later than 60 days after the bill's passage.

The administrative staff of the Education Committee serves as task force administrative staff.

By January 1, 2025, the task force must submit a report on its findings and recommendations to the Education and Appropriations committees

and it terminates on the date the report is submitted or January 1, 2025, whichever is later.

EFFECTIVE DATE: Upon passage

§§ 10 & 11 — PARAEDUCATOR PROFESSIONAL DEVELOPMENT

Excludes certain mandated trainings from paraeducator professional development programs; requires annual updates to SDE's guidance and best practices for programs of professional development

By law, local and regional boards of education must make available an annual, free professional development program of at least 18 hours to any paraeducators they employ. Beginning in the 2023-24 school year, the bill prohibits trainings that are otherwise mandated (e.g., training on blood-borne pathogens, sexual harassment, or Department of Children and Families' policies and procedures) from being part of the 18 hours.

Additionally, the bill requires SDE to collaborate with the School Paraeducator Advisory Council to develop or update guidance and best practices for paraeducator professional development programs, which SDE must distribute to each board of education. By law, the School Paraeducator Advisory Council advises the education commissioner on professional development, staffing strategies, and other relevant issues relating to paraprofessionals (CGS § 10-155k).

EFFECTIVE DATE: July 1, 2023

§ 11 — PARAEDUCATOR PDEC MEMBERSHIP

Adds a paraeducator to each school district's professional development and evaluation committee (PDEC)

By law, each local and regional board of education must form a professional development and evaluation committee (PDEC) to (1) participate in developing or adopting the district's teacher evaluation and support program and (2) develop, evaluate, and annually update the district's comprehensive local professional development plan for certified employees.

Under current law, a PDEC's members must be teachers,

administrators, and other personnel the board finds appropriate. The bill adds at least one paraeducator, chosen by any exclusive bargaining representative for paraeducators, to the required PDEC membership.

EFFECTIVE DATE: July 1, 2023

§ 12 — IEP REVIEW BY PARAPROFESSIONALS

Requires paraeducators to review a student's IEP with a supervisor as needed

By law, school paraprofessionals, or any other paraprofessional providing special education or related services to a student, must be allowed to view a student's individualized education program (IEP). The bill adds the requirement that these paraprofessionals review the IEP with a supervisor, as needed.

EFFECTIVE DATE: July 1, 2023

§ 13 — CERTIFICATE ENDORSEMENTS FOR PRESCHOOL AND KINDERGARTEN TEACHING

Allows the education commissioner to allow a teacher with a (1) grade one through six endorsement to teach kindergarten for a second year without demonstrating enrollment in a kindergarten endorsement program or (2) grade one through 12 comprehensive special education endorsement to teach preschool in addition to kindergarten as current law allows

Elementary Endorsements

By law and unchanged by the bill, if a person holds an elementary education endorsement to teach grades one through six, and that endorsement was issued on or after July 1, 2017, then the education commissioner may allow that person to teach kindergarten for one school year. The superintendent for the employing school district must request this permission.

Current law prohibits the commissioner from granting the endorsement holder a second year to teach kindergarten unless the person demonstrates enrollment in a program to meet the requirements for the appropriate kindergarten endorsement. The bill allows the employing superintendent to request that the commissioner grant the endorsement holder a second year of kindergarten teaching and removes the requirement that the holder demonstrate kindergarten

endorsement program enrollment.

Comprehensive Special Education Endorsements

Under current law, anyone who holds a teaching certificate with an endorsement to teach comprehensive special education in grades one through 12 may extend the endorsement to grades kindergarten through 12 if the applicant has earned a satisfactory score on either the SBE-approved reading instruction exam or a comparable reading instruction exam with minimum standards that are equivalent to the SBE-approved one.

Under the bill, anyone who holds this endorsement for grades one through 12 may extend it to grades prekindergarten through 12 if they meet the above reading instruction exam score requirements.

EFFECTIVE DATE: July 1, 2023

§ 14 — ARC PROGRAM EXPANSION

Requires OHE to expand its ARC program attended by minority teacher incentive program grant recipients and hire one full-time permanent employee to administer the expanded ARC program

The bill requires the Office of Higher Education (OHE), within available appropriations, to (1) expand its alternate route to certification (ARC) program that minority teacher incentive program grant recipients attend and (2) hire one full-time permanent employee to administer the expanded program. By law, OHE's minority teacher incentive program provides, within available appropriations, up to \$5,000 in annual grants for up to two years to enroll in the ARC program, among other things (CGS § 10a-168a).

EFFECTIVE DATE: Upon passage

§ 15 — ADJUNCT ARTS INSTRUCTOR PERMIT

Allows SBE to additionally issue adjunct instructor permits in the arts to applicants who hold a degree higher than a bachelor's and meet other requirements in existing law

By law, SBE may issue part-time adjunct instructor permits to applicants with specialized training, experience, or expertise in the arts

if an employing board of education or regional educational service center requests it. The permit authorizes its holder to teach art, music, dance, theater, or any subject related to the holder's artistic specialty for up to 15 hours per week in certain magnet schools.

Current law requires applicants for this permit to hold a bachelor's degree from an institution that is regionally accredited or accredited by OHE or the Board of Regents for Higher Education. The bill expands this educational requirement to allow applicants with an academic degree that is higher than a bachelor's to hold the permit. By law and unchanged by the bill, applicants must also meet certain work experience requirements.

EFFECTIVE DATE: July 1, 2023

§ 16 — STUDENT TEACHING EXPERIENCE BY DRG

Removes the requirement that teacher preparation program participants complete their clinical, field, or student teaching experience in two different types of school districts according to DRG categorization

By law, teacher preparation program participants must complete a clinical, field, or student teaching experience in a classroom during four semesters. The bill removes the requirement that this experience occur in two school districts from certain categories of district reference groups (DRGs).

SDE created DRGs to group districts with similar needs and socioeconomic characteristics, based on factors including family income, parental education and occupation, family structure, poverty, language spoken at home, and district enrollment. (According to the department, it no longer uses this classification system.) DRGs were labeled "A" through "I," with "A" being the most affluent districts and "I" being the least. The bill removes the requirement that program participants complete one student teaching experience in a school district from groups "A" through "E" and another in a district from groups "F" through "I."

The bill also removes the requirement that any cooperating teacher

who is part of the student teaching experience must have earned a performance evaluation designation of “exemplary” or “proficient” in the prior school year to serve as a mentor to student teachers.

EFFECTIVE DATE: July 1, 2023

§ 17 — INTEGRATED AND CROSS ENDORSEMENTS

Allows SDE, in cooperation with OHE, to authorize three new endorsements affecting early childhood education, special education, and grades kindergarten through three teaching positions

SDE issues endorsements to teachers who hold initial, provisional, or professional level teacher certification. These endorsements are added to the certificate to signify expertise in a subject area. SDE refers to additional endorsements received in other subject areas as cross endorsements.

Beginning on July 1, 2023, the bill allows SDE, in cooperation with OHE, to authorize the following new endorsements: (1) Integrated Early Childhood/Special Education Birth-Kindergarten, (2) Integrated Early Childhood/Elementary Education N-3, and (3) Special Education N-K.

The bill specifies that the second and third endorsements listed above are to be added as a cross endorsement as a replacement for requiring full planned program and institutional recommendation.

EFFECTIVE DATE: July 1, 2023

§ 18 — SUBSTITUTE TEACHERS

Allows local or regional boards of education, under certain circumstances, to employ a substitute teacher for up to 60 days without obtaining an SDE-issued substitute authorization

The bill allows local or regional boards of education to employ a substitute teacher for up to 60 days without obtaining an SDE-issued substitute authorization, so long as the substitute teacher is in the same assignment for the entire period. By law and unchanged by the bill, anyone employed as a substitute teacher must hold a bachelor’s degree (which the education commissioner may waive for good cause) and be on a list of substitute teachers maintained by the employing board.

EFFECTIVE DATE: July 1, 2023

§ 19 — PURCHASING TEACHER RETIREMENT CREDIT

Removes service at SERC from the 10-year aggregate limit on purchases of TRS retirement credit

The law allows TRS members to purchase retirement credit for certain service outside the system, such as public school teaching in another state or in a federal Defense Department school for military dependents. Such purchases allow the TRS members to build additional credit toward their retirement provided the service the purchase is based on is not used for a retirement benefit of another governmental pension system other than Social Security. TRS members are generally all certified public school teachers and administrators in the state with some additional groups added by statute.

Generally, these purchases are limited to a total of 10 years, but service as a public school teacher in another state is exempt from this limit. The law allows for the purchase of retirement credit for service at the State Education Resource Center (SERC) before July 1, 2007. The bill makes the SERC service and the out-of-state teaching service, combined, exempt from the 10 year limit. The credit must be paid for at the present value of the full actuarial cost. It also specifies the SERC service is deemed service in the public schools of Connecticut.

EFFECTIVE DATE: July 1, 2023

§§ 20 & 21 — ADDITIONS TO THE TEACHERS' RETIREMENT SYSTEM

Expands the TRS to cover teachers employed by an interdistrict magnet school operated by (1) a private higher education institution's board of governors; (2) an SDE-approved, third-party nonprofit corporation; or (3) Goodwin University Magnet Schools, Inc. and Goodwin University Educational Services, Inc., specifically

By law, teachers employed at a "public school," as defined in state law, may participate in the TRS. The bill adds to the definition of "public school" any interdistrict magnet school that is operated by (1) a private higher education institution's board of governors or (2) an SDE-approved, third-party nonprofit corporation, so long as the magnet

school is classified as a public school by the Teachers' Retirement Board (TRB).

The bill also requires the TRB to (1) classify as public schools all schools operated by Goodwin University Magnet Schools, Inc. and Goodwin University Educational Services, Inc. and (2) admit each teacher employed at them.

EFFECTIVE DATE: July 1, 2023

§ 22 — TENURE AND ACCUMULATED SICK LEAVE

Maintains a teacher's tenure and accumulated sick leave in the event a new regional school district is formed

State law maintains a teacher's tenure and accumulated sick leave in the event the school district the teacher works for joins a regional school district. The law requires that this change is not deemed an interruption of continuous employment, so tenure and accumulated sick leave is preserved.

The bill modifies this to include when a teacher with these accumulated rights who works for a school district or a regional school district begins working for a new regional school district. As with existing law, the teacher must work for a school district or regional school district during the school year immediately before, or within which, the new regional district is established and continues as an employee of the new regional district.

EFFECTIVE DATE: July 1, 2023

§§ 23-27 — TEACHER PERFORMANCE EVALUATIONS

Requires local and regional boards of education to adopt revised teacher evaluation programs and SBE to adopt revised program guidelines that use new (1) student indicators and assessment methods and (2) teacher feedback mechanisms; removes obsolete language

By law, each public school district's superintendent must annually evaluate each teacher or have each teacher be evaluated. This refers to each professional board of education employee, below the rank of superintendent, who holds an SBE-issued certificate or permit. The

superintendent may conduct formative (i.e., continuous diagnostic) evaluations to be used to produce an annual summative (i.e., final) evaluation.

This bill makes various changes in the teacher evaluation laws, requiring local and regional boards of education to adopt revised teacher evaluation programs and SBE to adopt revised program guidelines that use new (1) student indicators and assessment methods and (2) teacher feedback mechanisms. The bill maintains the option for boards of education to adopt SBE's model teacher evaluation and support program, but it requires SBE to ensure that its model program aligns with these revised guidelines.

The bill also removes obsolete language, including references to a now obsolete teacher evaluation and support pilot program and a UConn study of the pilot program. It also makes technical and conforming changes.

EFFECTIVE DATE: July 1, 2023

Teacher Evaluation and Support Program

Under current law, the evaluation process must follow the teacher evaluation and support program adopted by the district's board of education and be aligned with the State Board of Education's (SBE) guidelines for a model teacher evaluation program. In developing a program for the district, the board of education must attempt to reach a mutual agreement with the district's professional development and evaluation committee (PDEC).

SBE Program. By July 1, 2024, the bill requires SBE to adopt revised guidelines for a teacher evaluation and support program, in consultation with the Performance Evaluation Advisory Council (PEAC; see below). It also requires SBE to adopt a revised model teacher evaluation and support program that aligns with these guidelines. The bill makes the following changes to revise the guidelines that current law required SBE to adopt for its model program in 2012:

1. removes the requirement that the guidelines include (a) four performance evaluation designators for teachers (i.e., “exemplary,” “proficient,” “developing,” and “below standard”) and (b) references to teacher evaluation “scoring systems” to determine “ratings”;
2. requires the guidelines to use student learning, growth, and achievement, rather than student academic growth and development, as indicators in teacher evaluations;
3. requires the guidelines to include methods for assessing student learning, growth, and achievement rather than student academic growth and development;
4. requires the guidelines to consider control factors tracked by the statewide public school information system that may influence teacher performance, including student characteristics, student attendance, and student mobility;
5. requires the guidelines to use an evaluator-provided annual summary of teacher growth, rather than a scoring system with performance evaluation designators, for the minimum requirements for teacher evaluation instruments and procedures;
6. requires the guidelines to address creating individual improvement and remediation plans for teachers who need additional support, rather than for teachers who have a rating of “developing” or “below standard”;
7. removes the requirement that these individual improvement and remediation plans include a summative rating of proficient or better as success indicators at the plan’s conclusion; and
8. requires the guidelines to include a validation procedure for the State Department of Education (SDE) or a third party to audit remediation plans, rather than audit evaluations with a rating of “exemplary” or “below standard” as current law requires.

District Program. The bill requires each local and regional board of education, beginning with the 2024-25 school year, to adopt and implement a revised teacher evaluation and support program that follows SBE’s revised guidelines.

As under current law, the bill requires that the program be developed through mutual agreement between the board of education and the school district’s PDEC. If a board is unable to reach a mutual agreement with the PDEC, then both parties must consider SBE’s model program and may adopt that if they mutually agree. If both parties are still cannot reach an agreement, then the board must adopt and implement the program it has developed, so long as it is consistent with SBE guidelines.

The bill allows the education commissioner to waive the requirement that a board adopt a program consistent with SBE’s revised guidelines for any board that has expressed an intent by July 1, 2024, to adopt a program that requires a waiver from these requirements.

By law, each board of education must provide training and orientation programs for evaluators and teachers on the local evaluation and support program. The bill requires, beginning with the 2023-2024 school year, that the training programs and orientation be held at least annually, rather than biennially.

Other Evaluation Process Changes

The bill also makes the following changes to the state’s teacher evaluation process:

1. requires teachers who do not receive a summative evaluation during the school year to be recorded as “not evaluated” rather than “not rated” as current law requires and
2. removes the requirement that superintendents report aggregate evaluation ratings to the education commissioner by September 15 each year.

PEAC

Under existing law, PEAC is a council within SDE, led by the education commissioner with members from various education interest groups. The bill maintains PEAC's responsibility under current law to (1) assist SBE with developing guidelines for a teacher evaluation and support program and developing a model program and (2) oversee the data collection and evaluation support system; however, it removes the requirement that PEAC assist SBE with developing a teacher evaluation and support program implementation plan.

BACKGROUND

Related Bills

sHB 6757 (File 585), favorably reported by the Education Committee, has substantially similar provisions that make changes in the statutes governing the teacher evaluation and support program.

sHB 6879 (File 589), favorably reported by the Education Committee, has substantially similar provisions that make changes in the statutes governing teacher certificate endorsements for preschool, kindergarten, and special education (§§ 1 & 6), the ARC program (§ 3), the adjunct instructor permit for the arts (§ 4), student teaching (§ 5), integrated and cross-endorsements (§ 8), and substitute teachers (§ 9).

SB 2, (File 77, as amended by Senate "A") includes the same play-based learning provision.

COMMITTEE ACTION

Education Committee

Joint Favorable Substitute

Yea 44 Nay 0 (03/24/2023)

Appropriations Committee

Joint Favorable Substitute

Yea 53 Nay 0 (05/01/2023)