



House of Representatives

General Assembly

File No. 591

January Session, 2023

Substitute House Bill No. 6882

House of Representatives, April 13, 2023

The Committee on Education reported through REP. CURREY of the 11th Dist., Chairperson of the Committee on the part of the House, that the substitute bill ought to pass.

AN ACT CONCERNING EDUCATION MANDATE RELIEF.

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

1 Section 1. (NEW) (*Effective July 1, 2023*) The Department of Education
2 shall develop a biennial review process to examine the laws governing
3 education in the general statutes and regulations of Connecticut state
4 agencies for the purpose of identifying obsolete or duplicative mandates
5 on the department or local and regional boards of education. The
6 department may provide an opportunity for public comment or seek
7 input from students, parents, educators, boards of education and other
8 education stakeholders while conducting such review. Not later than
9 January 1, 2024, and every two years thereafter, the Commissioner of
10 Education shall submit a report that includes recommendations for the
11 repeal or revision of such obsolete or duplicative mandates to the joint
12 standing committee of the General Assembly having cognizance of
13 matters relating to education, in accordance with the provisions of
14 section 11-4a of the general statutes.

15 Sec. 2. (*Effective July 1, 2023*) (a) There is established an Education

16 Mandates Review Task Force. The task force shall be responsible for
17 reviewing mandates on the Department of Education and local and
18 regional boards of education in the general statutes, regulations of
19 Connecticut state agencies and federal law for the purpose of
20 identifying those mandates which are overly burdensome or have the
21 effect of limiting or restricting the provision of instruction or services to
22 students. The task force shall provide a detailed analysis of each such
23 mandate so identified, including the specific statutory or regulation
24 citation for such mandate and how such mandate is imposed on the
25 department or board of education. The task force may provide
26 recommendations for the repeal of or amendment to any such statute or
27 regulation.

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

29 (1) One appointed by the speaker of the House of Representatives,
30 who shall be a representative of the Connecticut Association of Boards
31 of Education;

32 (2) One appointed by the president pro tempore of the Senate, who
33 shall be a representative of the Connecticut Association of Public School
34 Superintendents;

35 (3) One appointed by the majority leader of the House of
36 Representatives, who shall be a representative of the Connecticut
37 Education Association;

38 (4) One appointed by the majority leader of the Senate, who shall be
39 a representative of the American Federation of Teachers-Connecticut;

40 (5) One appointed by the minority leader of the House of
41 Representatives, who shall be a representative of the Connecticut
42 Association of Schools;

43 (6) One appointed by the minority leader of the Senate, who shall be
44 a representative of the Connecticut Association of School Business
45 Officials;

46 (7) The chairpersons and ranking members of the joint standing
47 committee of the General Assembly having cognizance of matters
48 relating to education; and

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

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

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

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

61 (f) Not later than February 1, 2024, the task force shall submit a report
62 on its review and analysis of such mandates, and any recommendations
63 for repeal of or amendment to any state mandates, to the joint standing
64 committee of the General Assembly having cognizance of matters
65 relating to education, in accordance with the provisions of section 11-4a
66 of the general statutes. The task force shall terminate on the date that it
67 submits such report or July 1, 2024, whichever is later.

68 Sec. 3. Subsection (a) of section 10-220a of the general statutes is
69 repealed and the following is substituted in lieu thereof (*Effective July 1,*
70 *2023*):

71 (a) Each local or regional board of education shall provide an in-
72 service training program for its teachers, administrators and pupil
73 personnel who hold the initial educator, provisional educator or
74 professional educator certificate. Such program shall provide such
75 teachers, administrators and pupil personnel with information on (1)
76 the nature and the relationship of alcohol and drugs, as defined in

77 subdivision (17) of section 21a-240, to health and personality
78 development, and procedures for discouraging their abuse, (2) health
79 and mental health risk reduction education that includes, but need not
80 be limited to, the prevention of risk-taking behavior by children and the
81 relationship of such behavior to substance abuse, pregnancy, sexually
82 transmitted diseases, including HIV-infection and AIDS, as defined in
83 section 19a-581, violence, teen dating violence, domestic violence and
84 child abuse, (3) school violence prevention, conflict resolution, the
85 prevention of and response to youth suicide and the identification and
86 prevention of and response to bullying, as defined in subsection (a) of
87 section 10-222d, except that (A) those boards of education that
88 implement any evidence-based model approach that is approved by the
89 Department of Education and is consistent with subsection (c) of section
90 10-145a, sections 10-222d, 10-222g and 10-222h, subsection (g) of section
91 10-233c and sections 1 and 3 of public act 08-160, shall not be required
92 to provide in-service training on the identification and prevention of
93 and response to bullying, and (B) such school violence prevention
94 training shall be in a manner prescribed in a school security and safety
95 plan, in accordance with the provisions of section 10-222n, (4)
96 cardiopulmonary resuscitation and other emergency life saving
97 procedures, (5) the requirements and obligations of a mandated
98 reporter, (6) the detection and recognition of, and evidence-based
99 structured literacy interventions for, students with dyslexia, as defined
100 in section 10-3d, (7) culturally responsive pedagogy and practice,
101 including, but not limited to, the video training module relating to
102 implicit bias and anti-bias in the hiring process in accordance with the
103 provisions of section 10-156hh, and (8) the principles and practices of
104 social-emotional learning and restorative practices. Each local or
105 regional board of education may allow any [paraprofessional]
106 paraeducator or noncertified employee to participate, on a voluntary
107 basis, in any in-service training program provided pursuant to this
108 section.

109 Sec. 4. Subsection (c) of section 10-221a of the general statutes is
110 repealed and the following is substituted in lieu thereof (*Effective from*
111 *passage*):

112 (c) Commencing with classes graduating in 2023, and for each
 113 graduating class thereafter, no local or regional board of education shall
 114 permit any student to graduate from high school or grant a diploma to
 115 any student who has not satisfactorily completed a minimum of twenty-
 116 five credits, including not fewer than: (1) Nine credits in the humanities,
 117 including civics and the arts; (2) nine credits in science, technology,
 118 engineering and mathematics; (3) one credit in physical education and
 119 wellness; (4) one credit in health and safety education, as described in
 120 section 10-16b; and (5) one credit in world languages, subject to the
 121 provisions of subsection (g) of this section.]; and (6)] A local or regional
 122 board of education may require a student to complete a one credit
 123 mastery-based diploma assessment in order to graduate from high
 124 school or be granted a diploma.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2023</i>	New section
Sec. 2	<i>July 1, 2023</i>	New section
Sec. 3	<i>July 1, 2023</i>	10-220a(a)
Sec. 4	<i>from passage</i>	10-221a(c)

Statement of Legislative Commissioners:

In Section 2, Subsec. (c) was deleted for proper form, and in Subsec. (f), "such mandates" was changed to "any state mandates", for accuracy; in Section 3(a)(3)(B), "training be in" was changed to "training shall be in", for clarity.

ED *Joint Favorable Subst.*

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

OFA Fiscal Note

State Impact: None

Municipal Impact:

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

Explanation

The bill results in a potential minimal savings to local and regional school districts by removing a one-credit mastery-based diploma assessment as a graduation requirement, beginning in FY 24. The bill allows districts to maintain the assessment as a graduation requirement if they choose. To the extent districts choose to discontinue the assessment, there is a potential savings associated with reduced purchasing of materials.

The bill establishes an education mandate relief task force and requires the State Department of Education (SDE) to biennially review and identify obsolete or duplicative mandates. These provisions have no fiscal impact as it is anticipated that SDE can complete the requirement with existing resources.

The bill makes a clarifying change regarding school violence prevention training for school personnel which has no fiscal impact, as it is not anticipated to change the cost associated with such training.

The Out Years

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

OLR Bill Analysis**sHB 6882*****AN ACT CONCERNING EDUCATION MANDATE RELIEF.*****SUMMARY**

This bill makes the following changes to the state's education laws:

1. requires the State Department of Education (SDE) to biennially review the state's education laws and regulations to identify obsolete and duplicative mandates on the department and boards of education and report its findings and recommendations to the legislature (§ 1);
2. establishes an 11-member Education Mandates Review Task Force to review mandates on SDE and boards of education in the state's statutes and regulations and federal law and report its findings and recommendations to the legislature (§ 2);
3. eliminates the requirement that high school students graduating in 2023 and after complete at least one credit in a mastery-based diploma assessment (i.e., capstone project), but allows boards of education to make this a part of their high school graduation requirements (§ 4);
4. requires the in-service training on school violence prevention, which boards of education must annually provide to teachers, administrators, and other certified school employees, be aligned with the Department of Emergency Services and Public Protection's (DESPP) school security and safety plan standards (§ 3; see BACKGROUND); and
5. makes a technical change.

EFFECTIVE DATE: July 1, 2023, except the high school graduation requirement change is effective upon passage.

§ 1 — BIENNIAL REVIEW OF EDUCATION MANDATES

Under the bill, SDE must develop a biennial review process to examine the state’s education laws and regulations and identify obsolete or duplicative mandates on SDE and local and regional boards of education. In doing this review, SDE may provide an opportunity for public comment or ask for input from students, parents, educators, boards of education, and other education stakeholders. The commissioner must biennially report on this review to the Education Committee, starting by January 1, 2024, and include recommendations for repealing and revising these obsolete or duplicative mandates.

§ 2 — EDUCATION MANDATES REVIEW TASK FORCE

Charge

Under the bill, the Education Mandates Review Task Force must identify mandates that are overly burdensome or limit or restrict providing student instruction or services. For each mandate identified, it must give a detailed analysis and indicate the specific statutory or regulatory citation and how it is imposed on the department or board. It may also recommend that any of these statutes or regulations be changed.

Membership

The task force’s membership includes the education commissioner, or designee; chairpersons and ranking members of the Education Committee, and the six members appointed by the legislative leaders, as shown in the following table.

Table: Education Mandates Review Task Force Appointees

<i>Appointing Authority</i>	<i>Required Qualifications</i>
House speaker	Connecticut Association of Boards of Education representative
Senate president pro tempore	Connecticut Association of Public Schools Superintendents representative
House majority leader	Connecticut Education Association representative
Senate majority leader	American Federation of Teachers-Connecticut representative
House minority leader	Connecticut Association of Schools representative
Senate minority leader	Connecticut Association of School Business

<i>Appointing Authority</i>	<i>Required Qualifications</i>
	Officials representative

The legislative leaders must make their initial appointments by July 31, 2023, and fill any vacancies. The House speaker and Senate president pro tempore must select the chairpersons from the members. The chairpersons must schedule and hold the first meeting no later than August 30, 2023.

Reporting Requirement and Staff

The task force must submit its review, analysis, and recommendations to the Education Committee by February 1, 2024. The task force terminates on the day it submits these findings or on July 1, 2024, whichever is later. The Education Committee’s administrative staff must serve as the task force’s administrative staff.

BACKGROUND

School Security and Safety Plans

The law requires DESPP, in consultation with SDE, to develop standards for school security and safety plans and reevaluate and update them every three years. SDE must distribute these standards to all public schools. Each board of education must annually develop and implement a school security and safety plan for each school within its district based on these standards (CGS §§ 10-222n & -222m).

Related Bill

SB 1165 (File 257), favorably reported by the Education Committee, adds a half-credit of personal financial management and financial literacy to the high school graduation requirements beginning with the graduating class of 2027.

COMMITTEE ACTION

Education Committee

Joint Favorable Substitute
 Yea 44 Nay 0 (03/24/2023)