



General Assembly

January Session, 2023

***Raised Bill No. 6883***

LCO No. 5753



Referred to Committee on EDUCATION

Introduced by:  
(ED)

***AN ACT CONCERNING STUDENTS WITH DEVELOPMENTAL DISABILITIES.***

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

1 Section 1. (NEW) (*Effective July 1, 2023*) (a) As used in this section and  
2 sections 3, 4 and 11 of this act:

3 (1) "Transition service" means a service for a student who requires  
4 special education to facilitate the student's transition from school to  
5 postsecondary activities such as postsecondary education and training,  
6 employment or independent living;

7 (2) "Transition program" means a coordinated set of transition  
8 services;

9 (3) "Transition resources" means sources of information, counseling  
10 or training concerning transition services or programs;

11 (4) "Public transition program" means a program operated by a local  
12 or regional board of education or a regional educational service center  
13 to provide transition services for a student who requires special

14 education and is eighteen to twenty-two years of age, inclusive, based  
15 on the goals set forth in such student's individualized education  
16 program; and

17 (5) "Transition coordinator" means a director of pupil personnel or  
18 other person employed by a local or regional board of education, as  
19 designated by such director, who assists parents and students in the  
20 school district governed by such board navigate the transition resources,  
21 transition services and transition programs available for such student.

22 (b) There is established an Office of Transition Services within the  
23 Department of Education's Bureau of Special Education. The Office of  
24 Transition Services shall (1) oversee the coordination of transition  
25 resources, transition services and transition programs operated by each  
26 state agency, including, but not limited to, the Departments of  
27 Education, Developmental Services, Aging and Disability Services,  
28 Mental Health and Addiction Services and Children and Families, (2)  
29 establish minimum standards for public transition programs and  
30 metrics for measuring such standards, (3) perform unannounced site  
31 visits of public transition programs for the purpose of determining the  
32 effectiveness of and suggesting improvements to such programs and  
33 post data on its Internet web site related to how such public transition  
34 program measured against the minimum standards established  
35 pursuant to subdivision (2) of this subsection, (4) develop and make  
36 available on the Department of Education's Internet web site a course  
37 for educators and school staff who do not provide transition services to  
38 inform such educators and staff about transition services and programs,  
39 including, but not limited to, about the purpose, essential programming  
40 and deadlines of such programs, (5) establish minimum standards for  
41 the training of transition coordinators and maintain a record of each  
42 transition coordinator completing the training program developed by  
43 the Department of Education pursuant to section 3 of this act, (6)  
44 establish best practices for the provision of transition services and  
45 distribute such best practices to each transition coordinator, and (7)  
46 develop, and update as needed, a training program concerning the legal  
47 requirements and best practice recommendations for special education

48 and transition services to be delivered through on-demand online  
49 courses and, in the office's discretion, in person.

50 (c) The Commissioner of Education shall, within the limits of  
51 available funds appropriated for the purpose of hiring staff, hire not  
52 fewer than two full-time staff to carry out the duties of the Office of  
53 Transition Services set forth in subsection (a) of this section.

54 Sec. 2. Section 10-74n of the general statutes is repealed and the  
55 following is substituted in lieu thereof (*Effective January 1, 2024*):

56 (a) The State Board of Education and the Office of Transition Services,  
57 established pursuant to section 1 of this act, in collaboration with the  
58 Bureau of Rehabilitation Services, the Department of Developmental  
59 Services and the Office of Workforce Strategy, shall: (1) Coordinate the  
60 provision of transition resources, transition services and transition  
61 programs, as those terms are defined in section 1 of this act, to children  
62 requiring special education and related services, (2) [create, and update  
63 as necessary, a fact sheet that lists the state agencies that provide  
64 transition resources, services and programs and a brief description of  
65 such transition resources, services and programs and] develop and  
66 maintain an easily accessible and navigable online listing of the  
67 transition resources, services and programs provided by such state  
68 agency, including, but not limited to, for each resource, service and  
69 program (A) a plain language description, (B) eligibility requirements,  
70 and (C) application deadlines and instructions, (3) disseminate a notice  
71 concerning such [fact sheet] online listing to local and regional boards  
72 of education for distribution to parents, teachers, administrators and  
73 boards of education, and [(3)] (4) annually collect information related to  
74 transition resources, programs and services provided by other state  
75 agencies. [and make such information available to parents, teachers,  
76 administrators and boards of education.]

77 (b) For the school year commencing July 1, [2016] 2024, and each  
78 school year thereafter, the State Board of Education shall distribute [the  
79 information] a notice concerning the online listing described in

80 subdivision (2) of subsection (a) of this section to each local or regional  
81 board of education. Each local or regional board of education shall  
82 annually distribute such [information] notice to the parent of a child  
83 requiring special education and related services in grades six to twelve,  
84 inclusive, at a planning and placement team meeting for such child. As  
85 used in this section, "parent" means the parent or guardian of a child  
86 requiring special education or the surrogate parent or, in the case of a  
87 pupil who is an emancipated minor or eighteen years of age or older,  
88 the pupil.

89 Sec. 3. (NEW) (*Effective July 1, 2023*) (a) Not later than January 1, 2024,  
90 the Department of Education, in consultation with the Department of  
91 Developmental Services, the Bureau of Rehabilitation Services and the  
92 regional educational service centers, shall develop a training program  
93 for transition coordinators, educators and school staff. Such training  
94 program shall be in compliance with the minimum standards  
95 established by the Office of Transition Services pursuant to section 1 of  
96 this act.

97 (b) Each regional educational service center shall provide the training  
98 program developed pursuant to subsection (a) of this section at no cost  
99 to transition coordinators, educators and school staff who provide  
100 transition services or any educators and support staff interested in  
101 becoming a transition coordinator or providing transition services.

102 Sec. 4. (NEW) (*Effective July 1, 2023*) (a) Not later than January 1, 2024,  
103 each local and regional board of education shall ensure that a transition  
104 coordinator has been appointed, who may be the director of pupil  
105 personnel or another employee of such board appointed as transition  
106 coordinator by such director. Each transition coordinator shall (1)  
107 complete the training program developed by the Department of  
108 Education pursuant to section 3 of this act not later than three years after  
109 the date when the regional educational service center that serves the  
110 school district in which such transition coordinator is employed starts  
111 providing such training program, but thereafter, each new transition  
112 coordinator shall complete such training program not later than one

113 year after being appointed, and (2) ensure that parents of students  
114 requiring special education receive information concerning transition  
115 resources, transition services or transition programs in accordance with  
116 section 10-74n of the general statutes, as amended by this act, and are  
117 aware of the eligibility requirements and application details of such  
118 resources, services and programs that specifically apply to such student.

119 (b) Each educator and school staff who provides transition services  
120 shall complete the training program developed by the Department of  
121 Education pursuant to section 3 of this act not later than five years after  
122 the date when the regional educational service center that serves the  
123 school district in which such educator or school staff is employed starts  
124 providing such training program, but thereafter, each new educator and  
125 school staff who provides transition services shall complete such  
126 training program not later than one year from the date such educator is  
127 hired to provide such services.

128 Sec. 5. Subsection (b) of section 10-76d of the general statutes is  
129 repealed and the following is substituted in lieu thereof (*Effective July 1,*  
130 *2023*):

131 (b) In accordance with the regulations of the State Board of Education,  
132 each local and regional board of education shall: (1) Provide special  
133 education for school-age children requiring special education who are  
134 described in subparagraph (A) of subdivision (5) of section 10-76a. The  
135 obligation of the school district under this subsection shall terminate  
136 when such child is graduated from high school or the end of the school  
137 year when such child reaches age [twenty-one] twenty-two, whichever  
138 occurs first; and (2) provide special education for children requiring  
139 special education who are described in subparagraph (A) or (C) of  
140 subdivision (5) of section 10-76a. The State Board of Education shall  
141 define the criteria by which each local or regional board of education  
142 shall determine whether a given child is eligible for special education  
143 pursuant to this subdivision, and such determination shall be made by  
144 the board of education when requested by a parent or guardian, or upon  
145 referral by a physician, clinic or social worker, provided the parent or

146 guardian so permits. To meet its obligations under this subdivision,  
147 each local or regional board of education may, with the approval of the  
148 State Board of Education, make agreements with any private school,  
149 agency or institution to provide the necessary preschool special  
150 education program, provided such private facility has an existing  
151 program which adequately meets the special education needs,  
152 according to standards established by the State Board of Education, of  
153 the preschool children for whom such local or regional board of  
154 education is required to provide such an education and provided such  
155 district does not have such an existing program in its public schools.  
156 Such private school, agency or institution may be a facility which has  
157 not been approved by the Commissioner of Education for special  
158 education, provided such private facility is approved by the  
159 commissioner as an independent school or licensed by the Office of  
160 Early Childhood as a child care center, group child care home or family  
161 child care home, as described in section 19a-77, or be both approved and  
162 licensed.

163 Sec. 6. Subsection (b) of section 10-76ll of the general statutes is  
164 repealed and the following is substituted in lieu thereof (*Effective July 1,*  
165 *2023*):

166 (b) On or before July 1, 2015, the State Board of Education shall draft  
167 a written bill of rights for parents of children receiving special education  
168 services to guarantee that the rights of such parents and children are  
169 adequately safeguarded and protected during the provision of special  
170 education and related services under this chapter. Such bill of rights  
171 shall inform parents of: (1) The right to request consideration of the  
172 provision of transition services for a child receiving special education  
173 services who is eighteen to [twenty-one] twenty-two, inclusive, years of  
174 age, (2) the right to receive transition resources and materials from the  
175 department and the local or regional board of education responsible for  
176 such child, (3) the requirement that the local or regional board of  
177 education responsible for such child shall create a student success plan  
178 for each student enrolled in a public school, beginning in grade six,  
179 pursuant to subsection (j) of section 10-221a, and (4) the right of such

180 child to receive realistic and specific postgraduation goals as part of  
181 such child's individualized education program.

182 Sec. 7. Subsection (a) of section 10-253 of the general statutes is  
183 repealed and the following is substituted in lieu thereof (*Effective July 1,*  
184 *2023*):

185 (a) Children placed out by the Commissioner of Children and  
186 Families or by other agencies or persons, including offices of a  
187 government of a federally recognized Native American tribe, private  
188 child-caring or child-placing agencies licensed by the Department of  
189 Children and Families, and eligible residents of facilities operated by the  
190 Department of Mental Health and Addiction Services or by the  
191 Department of Public Health who are eighteen to twenty-one years of  
192 age or, for children requiring special education, twenty-two years of  
193 age, shall be entitled to all free school privileges of the school district  
194 where they then reside as a result of such placement, except as provided  
195 in subdivision (4) of subsection (e) of section 10-76d. Except as provided  
196 in subsection (d) of this section and subdivision (4) of subsection (e) of  
197 section 10-76d, payment for such education shall be made by the board  
198 of education of the school district under whose jurisdiction such child  
199 would otherwise be attending school where such a school district is  
200 identified.

201 Sec. 8. Subdivision (3) of subsection (h) of section 10-253 of the general  
202 statutes is repealed and the following is substituted in lieu thereof  
203 (*Effective July 1, 2023*):

204 (3) In each district, the liaison shall assist the school district, the Court  
205 Support Services Division of the Judicial Branch and any relevant  
206 educational service providers in ensuring that:

207 (A) All persons [under] twenty-two years of age or younger in justice  
208 system custody are promptly evaluated for eligibility for special  
209 education services, pursuant to section 17a-65 and any other applicable  
210 law;

211 (B) Students in justice system custody and returning to the  
212 community from justice system custody are promptly enrolled in school  
213 pursuant to this section and section 10-186;

214 (C) Students in justice system custody and returning to the  
215 community from justice system custody receive appropriate credit for  
216 school work completed in custody, pursuant to this section or section  
217 10-220h;

218 (D) All relevant school records for students who enter justice system  
219 custody and who return to the community from justice system custody  
220 are promptly transferred to the appropriate school district or  
221 educational service provider, pursuant to section 10-220h.

222 Sec. 9. Subdivision (2) of section 10-76a of the general statutes is  
223 repealed and the following is substituted in lieu thereof (*Effective July 1,*  
224 *2023*):

225 (2) "Child" means any person [under] twenty-two years of age or  
226 younger.

227 Sec. 10. Subsection (b) of section 10-76ff of the general statutes is  
228 repealed and the following is substituted in lieu thereof (*Effective July 1,*  
229 *2023*):

230 (b) (1) The planning and placement team, as part of an initial  
231 evaluation, if appropriate, and as part of any reevaluations, shall review  
232 existing evaluation data on the child, including evaluations and  
233 information provided by the parent or guardian or the child, classroom-  
234 based assessments and observations and teacher and related services  
235 provider observations. On the basis of such review, and input from the  
236 child's parent or guardian, the planning and placement team shall  
237 identify what additional data, if any, is needed to determine: (A)  
238 Whether the child has a particular category of disability, or in the case  
239 of a reevaluation, whether the child continues to have such a disability;  
240 (B) the present levels of performance and educational needs of the child;  
241 (C) whether the child needs special education and related services, or in



242 the case of a reevaluation, whether the child continues to need special  
243 education and related services or whether the child is able to be served  
244 within the regular education program with existing supplemental  
245 services, available in the school district; and (D) whether any additions  
246 or modifications to the special education and related services are needed  
247 to enable the child to meet the measurable annual goals set out in the  
248 individualized education program of the child and to participate, as  
249 appropriate, in the general curriculum. (2) The local or regional board  
250 of education shall administer such tests and other evaluation materials  
251 as may be needed to produce the data identified by the planning and  
252 placement team pursuant to subdivision (1) of this subsection. (3) If the  
253 planning and placement team decides that no additional data is needed  
254 to determine that the child continues to be a child requiring special  
255 education and related services, the local or regional board of education  
256 shall notify the parent or guardian of the child of (A) the decision and  
257 the reasons for it, and (B) the right of the parent or guardian to request  
258 an assessment to determine whether the child continues to be a child  
259 requiring special education and related services. The local or regional  
260 board of education shall not be required to conduct such an assessment  
261 unless requested to do so by the parent or guardian of the child. (4) A  
262 local or regional board of education shall evaluate a child identified as  
263 requiring special education and related services, in accordance with this  
264 section, prior to determining that such child no longer requires such  
265 special education or related services, except that such evaluation shall  
266 not be required before the termination of a child's eligibility for special  
267 education due to graduation from high school with a regular education  
268 diploma, or due to exceeding the age eligibility for a free appropriate  
269 public education. [pursuant to state regulations.] For a child whose  
270 eligibility for special education terminates due to graduation from high  
271 school with a regular high school diploma or such child exceeds the age  
272 of eligibility for a free appropriate public education, the local or regional  
273 board of education shall provide the child with a summary of the child's  
274 academic achievement and functional performance, which shall include  
275 recommendations on how to assist the child in meeting the child's  
276 postsecondary goals.

277       Sec. 11. (NEW) (*Effective July 1, 2023*) (a) The Department of Education  
278 shall establish a competitive grant program to assist local and regional  
279 boards of education and regional educational service centers to develop  
280 and provide public transition programs, as defined in section 1 of this  
281 act, that are innovative.

282       (b) Grant applications shall be submitted annually to the  
283 Commissioner of Education at such time and on such forms as the  
284 commissioner prescribes. In determining whether to award a grant  
285 pursuant to this section and in determining the amount of the grant, the  
286 commissioner shall consider, but such consideration shall not be limited  
287 to, the following factors: (1) The innovate nature of the public transition  
288 program; (2) the potential number of students served by the public  
289 transition program; (3) the relative wealth of the applicant; and (4) the  
290 number of school districts included in the grant application.

291       (c) If the commissioner finds that any grant awarded pursuant to this  
292 section is being used for purposes that do not conform to the purposes  
293 of this section, the commissioner may require repayment of the grant to  
294 the state.

295       (d) Each grantee shall submit, at such time and in such form as the  
296 commissioner prescribes, such reports and financial statements as are  
297 required by the department, which shall include, but need not be limited  
298 to, an evaluation of the public transition program and any new  
299 recommendations for best practices for such programs.

300       Sec. 12. (*Effective July 1, 2023*) The State Education Resource Center,  
301 established pursuant to section 10-357a of the general statutes, shall  
302 study each public transition program, as defined in section 1 of this act.  
303 Such study shall examine aspects of each public transition program,  
304 including, but not limited to, the following: (1) The types of transition  
305 services, as defined in section 1 of this act, provided in such program,  
306 (2) the number and qualifications of the staff providing such transition  
307 services, (3) the location of such program relative to the residence of the  
308 student or the student's family, and (4) any metrics for measuring the

309 performance of such program, such as student and family feedback and  
310 the placement of students in employment, postsecondary education or  
311 training or programs for adults. Not later than January 1, 2024, the State  
312 Education Resource Center shall submit, in accordance with the  
313 provisions of section 11-4a of the general statutes, to the joint standing  
314 committee of the General Assembly having cognizance of matters  
315 relating to education a report of its findings, including, but not limited  
316 to, a list of best practices and innovative programs.

317 Sec. 13. Subdivision (10) of subsection (a) of section 10-76d of the  
318 general statutes is repealed and the following is substituted in lieu  
319 thereof (*Effective July 1, 2023*):

320 (10) (A) Each local and regional board of education responsible for  
321 providing special education and related services to a child or pupil shall  
322 notify the parent or guardian of a child who requires or who may  
323 require special education, a pupil if such pupil is an emancipated minor  
324 or eighteen years of age or older who requires or who may require  
325 special education or a surrogate parent appointed pursuant to section  
326 10-94g, in writing, at least five school days before such board proposes  
327 to, or refuses to, initiate or change the child's or pupil's identification,  
328 evaluation or educational placement or the provision of a free  
329 appropriate public education to the child or pupil.

330 (B) Upon request by a parent, guardian, pupil or surrogate parent,  
331 the responsible local or regional board of education shall provide such  
332 parent, guardian, pupil or surrogate parent an opportunity to meet with  
333 a member of the planning and placement team designated by such  
334 board prior to the referral planning and placement team meeting at  
335 which the assessments and evaluations of the child or pupil who  
336 requires or may require special education is presented to such parent,  
337 guardian, pupil or surrogate parent for the first time. Such meeting shall  
338 be for the sole purpose of discussing the planning and placement team  
339 process and any concerns such parent, guardian, pupil or surrogate  
340 parent has regarding the child or pupil who requires or may require  
341 special education.

342 (C) Such parent, guardian, pupil or surrogate parent shall (i) be given  
343 at least five school days' prior notice of any planning and placement  
344 team meeting conducted for such child or pupil, (ii) have the right to be  
345 present at and participate in all portions of such meeting at which an  
346 educational program for such child or pupil is developed, reviewed or  
347 revised, (iii) have the right to have (I) advisors of such person's own  
348 choosing and at such person's own expense, (II) the school  
349 paraprofessional assigned to such child or pupil, if any, [and] (III) such  
350 child or pupil's birth-to-three service coordinator, if any, and (IV) a  
351 translator, automatically provided by the responsible local or regional  
352 board of education if there is an apparent need or upon the request of  
353 such parent, guardian, pupil or surrogate parent, attend and participate  
354 in all portions of such meeting at which an educational program for such  
355 child or pupil is developed, reviewed or revised, and (iv) have the right  
356 to have each recommendation made in such child or pupil's birth-to-  
357 three individualized transition plan, as required by section 17a-248e, if  
358 any, addressed by the planning and placement team during such  
359 meeting at which an educational program for such child or pupil is  
360 developed.

361 (D) Immediately upon the formal identification of any child as a child  
362 requiring special education and at each planning and placement team  
363 meeting for such child, the responsible local or regional board of  
364 education shall inform the parent or guardian of such child or surrogate  
365 parent or, in the case of a pupil who is an emancipated minor or eighteen  
366 years of age or older, the pupil of (i) the laws relating to special  
367 education, (ii) the rights of such parent, guardian, surrogate parent or  
368 pupil under such laws and the regulations adopted by the State Board  
369 of Education relating to special education, including the right of a  
370 parent, guardian or surrogate parent to (I) withhold from enrolling such  
371 child in kindergarten, in accordance with the provisions of section 10-  
372 184, and (II) have advisors and the school paraprofessional assigned to  
373 such child or pupil attend and participate in all portions of such meeting  
374 at which an educational program for such child or pupil is developed,  
375 reviewed or revised, in accordance with the provisions of subparagraph

376 (C) of this subdivision, and (iii) any relevant information and resources  
377 relating to individualized education programs created by the  
378 Department of Education, including, but not limited to, information  
379 relating to transition resources and services for high school students. If  
380 such parent, guardian, surrogate parent or pupil does not attend a  
381 planning and placement team meeting, the responsible local or regional  
382 board of education shall mail such information to such person. Each  
383 responsible local or regional board of education shall provide a child or  
384 pupil's individualized education program, any documents relating to  
385 such program and all the information required pursuant to this  
386 subparagraph translated to the primary language spoken by such  
387 parent, guardian, surrogate parent or pupil automatically if there is an  
388 apparent need or upon the request of the parent guardian, surrogate  
389 parent or pupil.

390 (E) Each local and regional board of education shall have in effect at  
391 the beginning of each school year an educational program for each child  
392 or pupil who has been identified as eligible for special education.

393 (F) (i) At each initial planning and placement team meeting for a child  
394 or pupil, the responsible local or regional board of education shall  
395 inform the parent, guardian, surrogate parent or pupil of [(i)] the laws  
396 relating to physical restraint and seclusion pursuant to section 10-236b  
397 and the rights of such parent, guardian, surrogate parent or pupil under  
398 such laws and the regulations adopted by the State Board of Education  
399 relating to physical restraint and seclusion, and [(ii)] the right of such  
400 parent, guardian, surrogate parent or pupil, during such meeting at  
401 which an educational program for such child or pupil is developed, to  
402 have (I) such child or pupil's birth-to-three service coordinator attend  
403 and participate in all portions of such meeting, and (II) each  
404 recommendation made in the transition plan, as required by section 17a-  
405 248e, by such child or pupil's birth-to-three service coordinator  
406 addressed by the planning and placement team.

407 (ii) At the first planning and placement team meeting when a child or  
408 pupil reaches the age of seventeen, the responsible local or regional

409 board of education shall inform the parent, guardian or surrogate parent  
410 of any child who may have an intellectual disability, as defined in  
411 section 1-1g, of the laws relating to becoming a conservator for such  
412 child through application to a probate court.

413 (iii) Each responsible local or regional board of education shall  
414 provide the notice created by the Office of Mediation Services pursuant  
415 to subdivision (7) of subsection (a) of section 18 of this act to each parent,  
416 guardian or surrogate parent of any child who requires special  
417 education by (I) distributing such notice to such parents, guardians or  
418 surrogate parents at the beginning of each school year, and (II) reading  
419 such notice out loud at the conclusion of the first planning and  
420 placement team meeting at the beginning of each school year.

421 (G) Upon request by a parent, guardian, pupil or surrogate parent,  
422 the responsible local or regional board of education shall provide the  
423 results of the assessments and evaluations used in the determination of  
424 eligibility for special education for a child or pupil to such parent,  
425 guardian, surrogate parent or pupil at least three school days before the  
426 referral planning and placement team meeting at which such results of  
427 the assessments and evaluations will be discussed for the first time.

428 (H) Each local or regional board of education shall monitor the  
429 development of each child who, pursuant to subsection (a) of section  
430 17a-248e, has been (i) referred for a registration on a mobile application  
431 designated by the Commissioner of Early Childhood, in partnership  
432 with such child's parent, guardian or surrogate parent, or (ii) provided  
433 a form for such child's parent, guardian or surrogate parent to complete  
434 and submit to such local or regional board of education that screens for  
435 developmental and social-emotional delays using a validated screening  
436 tool, such as the Ages and Stages Questionnaire and the Ages and Stages  
437 Social-Emotional Questionnaire, or its equivalent. If such monitoring  
438 results in suspecting a child of having a developmental delay, the board  
439 shall schedule a planning and placement team meeting with such child's  
440 parent, guardian or surrogate parent for the purposes of identifying  
441 services for which such child may be eligible, including, but not limited

442 to, a preschool program under Part B of the Individuals with Disabilities  
443 Act, 20 USC 1471 et seq. If a parent, guardian or surrogate parent of any  
444 child referred for a registration on the mobile application or provided a  
445 form to complete and submit, pursuant to subsection (a) of section 17a-  
446 248e, fails to complete such registration or complete and submit such  
447 form after a period of six months from the date of such referral or  
448 provision of such form, the board shall send a reminder, in the form and  
449 manner determined by the board, to such parent, guardian or surrogate  
450 parent to complete such registration or complete and submit such form.  
451 The board shall send another reminder after a period of one year from  
452 such referral or provision of such form if such registration remains  
453 incomplete or such form is not submitted.

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

469 Sec. 14. Subdivision (9) of subsection (a) of section 10-76d of the  
470 general statutes is repealed and the following is substituted in lieu  
471 thereof (*Effective July 1, 2023*):

472 (9) (A) The planning and placement team shall, in accordance with  
473 the provisions of the Individuals With Disabilities Education Act, 20  
474 USC 1400, et seq., as amended from time to time, develop and include a

475 statement of transition service needs in the individualized education  
476 program for each child requiring special education, beginning not later  
477 than the first individualized education program to be in effect when  
478 such child becomes fourteen years of age, or younger if the planning  
479 and placement team determines it is appropriate. Such individualized  
480 education program shall include [(A)] (i) appropriate measurable  
481 postsecondary goals based upon age-appropriate transition  
482 assessments related to training, education, employment and, where  
483 appropriate, independent living skills; and [(B)] (ii) the transition  
484 services, including courses of study, needed to assist such child in  
485 reaching those goals. Such individualized education program shall be  
486 updated annually thereafter in accordance with the provisions of this  
487 subdivision. Nothing in this subdivision shall be construed as requiring  
488 the Department of Aging and Disability Services to lower the age of  
489 transitional services for a child with disabilities from sixteen to fourteen  
490 years of age.

491 (B) At the first planning and placement team meeting when a child  
492 reaches the age of fourteen and has a statement of transition service  
493 needs included in such child's individualized education program  
494 pursuant to subparagraph (A) of this subdivision, the planning and  
495 placement team shall, for each transition program, as defined in section  
496 1 of this act, and each program for adults for which such child may be  
497 eligible after graduation, (i) notify the state agency that provides such  
498 program about the potential eligibility of such child upon the approval  
499 of the parent or guardian of such child, or a surrogate parent of such  
500 child appointed pursuant to section 10-94g, or such child if such child is  
501 an emancipated minor, and (ii) provide such parent, guardian,  
502 surrogate parent or child a listing of such programs that includes, but is  
503 not limited to, (I) a plain language description of such program, (II)  
504 eligibility requirements for such program, and (III) deadlines and  
505 instructions for applications to such programs.

506 (C) Not later than the planning and placement team meeting that  
507 occurs approximately two years prior to a child's anticipated graduation  
508 from high school or the end of the school year in which a child will reach



509 twenty-two years of age, whichever is expected to occur first based on  
510 such child's individualized education program, the planning and  
511 placement team shall (i) upon the approval of the parent or guardian of  
512 such child, or a surrogate parent of such child appointed pursuant to  
513 section 10-94g or such child if such child is an emancipated minor, (I)  
514 notify any state agency that provides a program for adults for which  
515 such child may be eligible about the potential eligibility of such child,  
516 (II) invite a representative from each such agency to attend the planning  
517 and placement team meeting for the purpose of establishing contact  
518 with and counseling the parent, guardian, surrogate parent or child on  
519 the process for the anticipated transfer of services upon such child  
520 graduating from high school or upon the end of the school year in which  
521 such child reaches twenty-two years of age, whichever is sooner, and  
522 (III) permit and facilitate contact and coordination between each such  
523 agency and such parent, guardian, surrogate parent or child for the  
524 purpose of easing the process for the transfer of services, (ii) provide  
525 such parent, guardian, surrogate parent or child a listing of each  
526 program for adults for which such child may be eligible that includes,  
527 but is not limited to, (I) a plain language description of such program,  
528 (II) eligibility requirements for such program, and (III) deadlines and  
529 instructions for applications to such programs, and (iii) assist such  
530 parent, guardian, surrogate parent or child in completing an application  
531 to any such programs.

532       Sec. 15. (NEW) (*Effective July 1, 2023*) The Department of  
533 Developmental Services shall assist any child who is determined to be  
534 potentially eligible for services from the department by such child's  
535 planning and placement team pursuant to subparagraph (B) of  
536 subdivision (9) of subsection (a) of section 10-76d of the general statutes,  
537 as amended by this act, to secure and maintain suitable employment  
538 during the summer.

539       Sec. 16. (NEW) (*Effective July 1, 2023*) The Department of  
540 Developmental Services and the Bureau of Rehabilitation Services shall  
541 each employ a sufficient number of employees to provide case  
542 management or benefit counseling services for children requiring

543 special education who may be eligible to receive services from the  
544 department or bureau as determined by a planning and placement team  
545 pursuant to the provisions of subdivision (9) of subsection (a) of section  
546 10-76d of the general statutes, as amended by this act.

547       Sec. 17. (*Effective July 1, 2023*) The Auditors of Public Accounts shall  
548 study the level of cooperation between state agencies that provide  
549 transition services, as defined in section 1 of this act. Such study shall  
550 include, but not be limited to, the examination of any barriers to  
551 cooperation between such agencies and any inefficiencies in the system  
552 for the provision of transition services by such agencies. Not later than  
553 January 1, 2024, the Auditors of Public Accounts shall submit a report,  
554 in accordance with the provisions of section 11-4a of the general statutes,  
555 to the joint standing committee of the General Assembly having  
556 cognizance of matters relating to education. Such report shall include,  
557 but need not be limited to, suggestions to improve the cooperation  
558 between such agencies and the outcomes for recipients of such services.

559       Sec. 18. (NEW) (*Effective July 1, 2023*) (a) There is established an Office  
560 of Mediation Services within the Department of Education's Bureau of  
561 Special Education which shall be separate and distinct from any  
562 investigatory or enforcement functions of the department. The Office of  
563 Mediation Services shall (1) expand the mediation services offered by  
564 the department in lieu of proceeding directly to a special education  
565 hearing pursuant to section 10-76h of the general statutes, as amended  
566 by this act, (2) oversee and coordinate such mediation services for each  
567 school district in the state, (3) maintain a list of special education  
568 mediators that meet the minimum training requirements set forth in  
569 subsection (c) of this section and are of a sufficient quantity to meet the  
570 needs of each school district in the state, (4) promote the benefits of  
571 mediation to each local or regional board of education and to parents,  
572 guardians and advocacy groups, (5) solicit feedback from local and  
573 regional boards of education, parents and guardians about the  
574 mediation process through an annual open meeting, after the conclusion  
575 of any mediation and in any other manner as determined by the office,  
576 (6) establish and publish on its Internet web site (A) a statement of the

577 impartiality of mediators and the confidentiality of matters discussed in  
578 mediation, which shall include, but not be limited to, a statement that  
579 no employees of the office or mediators on the list of special education  
580 mediators may share information from any mediation with the  
581 employees of the department tasked with investigatory or enforcement  
582 functions unless required by state or federal law, and (B) a plain  
583 language resource explaining the mediation process and how to request  
584 and prepare for a mediation, which shall be translated into the most  
585 commonly spoken languages in the state, and (7) create a notice of the  
586 availability of mediation services that includes the link to the plain  
587 language resource established pursuant to subparagraph (B) of  
588 subdivision (6) of this subsection, which shall be translated into the most  
589 commonly spoken languages in the state, for distribution by local or  
590 regional boards of education to parents, guardians and surrogate  
591 parents of children requiring special education pursuant to  
592 subparagraph (F) of subdivision (10) of subsection (a) of section 10-76d  
593 of the general statutes, as amended by this act.

594 (b) The Commissioner of Education shall, within the limits of  
595 available funds appropriated for the purpose of hiring staff, hire one  
596 full-time staff to carry out the duties of the Office of Mediation Services  
597 set forth in this section and section 19 of this act.

598 (c) The Office of Mediation Services shall verify that each mediator  
599 included on the list of special education mediators maintained by the  
600 office completes (1) not less than forty hours of training in mediation  
601 skills through a module or course that has been approved by the office,  
602 and (2) training in special education law for a minimum number of  
603 hours prescribed by the office through a module or course provided by  
604 the Department of Education or by another provider approved by the  
605 office. The office may, in its discretion, waive one such training  
606 requirement for any applicant for inclusion on the list of special  
607 education mediators who (A) submits proof of completion of a forty-  
608 hour mediation skills training or an equivalent course of study related  
609 to mediation skills from an institution of higher education for waiver of  
610 the mediation skill training requirement, or (B) has sufficient and direct

611 professional experience in special education law or submits proof of  
612 completion of a comparable course of study related to special education  
613 law from an institution of higher education for waiver of the special  
614 education law training requirement. Each mediator approved by the  
615 office for inclusion on the list of special education mediators shall  
616 complete at least two hours of continuing education every two years in  
617 subject areas prescribed by the office which may be provided by the  
618 Department of Education or any other organization approved by the  
619 office. Each mediator shall remain impartial and maintain the  
620 confidentiality of any matter discussed during mediation.

621 (d) The Office of Mediation Services shall exempt five mediators who  
622 conducted special education mediation for the Department of Education  
623 prior to July 1, 2023, from the initial training requirements set forth in  
624 subdivisions (1) and (2) of subsection (c) of this section and include such  
625 mediators on the list of special education mediators maintained by the  
626 office pursuant to subsection (c) of this section.

627 Sec. 19. (NEW) (*Effective July 1, 2023*) (a) A parent or guardian of a  
628 child requiring special education and related services, pursuant to  
629 sections 10-76a to 10-76g, inclusive, of the general statutes, a child if such  
630 child is an emancipated minor or eighteen years of age or older  
631 requiring such services, a surrogate parent appointed pursuant to  
632 section 10-94g of the general statutes, the Commissioner of Children and  
633 Families, or a designee of said commissioner, on behalf of any such child  
634 in the custody of said commissioner or the local or regional board of  
635 education responsible for providing special education and related  
636 services for a child, may request a mediation through the Office of  
637 Mediation Services, established pursuant to section 18 of this act, at any  
638 time for any matter related to the provision of special education for a  
639 child, including, but not limited to, identification, evaluation,  
640 educational placement or implementation of an individualized  
641 education program.

642 (b) Upon receipt of a request for a mediation, the Office of Mediation  
643 Services shall provide notification to the requester of such mediation

644 and any other parties subject to the request of such mediation (1) that a  
645 conflict exists between such parties, (2) about the mediation process,  
646 including, but not limited to, stating that mediation is voluntary,  
647 facilitated by a neutral mediator and nonbinding, and (3) to invite all  
648 parties to participate in mediation. The office shall provide a translator  
649 at the mediation upon the request of any party.

650 Sec. 20. Section 10-76h of the general statutes is repealed and the  
651 following is substituted in lieu thereof (*Effective July 1, 2023*):

652 (a) (1) A parent or guardian of a child requiring special education and  
653 related services pursuant to sections 10-76a to 10-76g, inclusive, as  
654 amended by this act, a pupil if such pupil is an emancipated minor or  
655 eighteen years of age or older requiring such services, a surrogate parent  
656 appointed pursuant to section 10-94g, or the Commissioner of Children  
657 and Families, or a designee of said commissioner, on behalf of any such  
658 child in the custody of said commissioner, may request a hearing of the  
659 local or regional board of education or the unified school district  
660 responsible for providing such services whenever such board or district  
661 proposes or refuses to initiate or change the identification, evaluation or  
662 educational placement of or the provision of a free appropriate public  
663 education to such child or pupil. Such request shall be made by sending  
664 a written request to such board or district with a copy to the Department  
665 of Education.

666 (2) The local or regional board of education or the unified school  
667 district responsible for providing special education and related services  
668 for a child or pupil requiring such services under sections 10-76a to 10-  
669 76g, inclusive, as amended by this act, may request, upon written notice  
670 to the parent or guardian of such child, the pupil if such pupil is an  
671 emancipated minor or is eighteen years of age or older, the surrogate  
672 parent appointed pursuant to section 10-94g, or the Commissioner of  
673 Children and Families, or a designee of said commissioner, on behalf of  
674 any such child or pupil in the custody of said commissioner, a hearing  
675 concerning the decision of the planning and placement team established  
676 pursuant to section 10-76d, as amended by this act, whenever such

677 board or district proposes or refuses to initiate or change the  
678 identification, evaluation or educational placement of or the provision  
679 of a free appropriate public education placement to such child or pupil,  
680 including, but not limited to, refusal of the parent or guardian, pupil if  
681 such pupil is an emancipated minor or is eighteen years of age or older  
682 or the surrogate parent appointed pursuant to section 10-94g, to give  
683 consent for initial evaluation or reevaluation or the withdrawal of such  
684 consent. The local or regional board of education or unified school  
685 district shall provide a copy of the request to the Department of  
686 Education. In the event a planning and placement team proposes private  
687 placement for a child or pupil who requires or may require special  
688 education and related services and the parent, guardian, pupil if such  
689 pupil is an emancipated minor or is eighteen years of age or older or  
690 surrogate parent appointed pursuant to section 10-94g withholds or  
691 revokes consent for such placement, the local or regional board of  
692 education shall request a hearing in accordance with this section and  
693 may request mediation pursuant to subsection (f) of this section,  
694 provided such action may be taken only in the event such parent,  
695 guardian, pupil or surrogate parent has consented to the initial receipt  
696 of special education and related services and subsequent to the initial  
697 placement of the child, the local or regional board of education seeks a  
698 private placement. For purposes of this section, a "local or regional  
699 board of education or unified school district" includes any public agency  
700 which is responsible for the provision of special education and related  
701 services to children requiring special education and related services.

702 (3) The request for a hearing shall contain a statement of the specific  
703 issues in dispute.

704 (4) A party shall have two years to request a hearing from the time  
705 the board of education proposed or refused to initiate or change the  
706 identification, evaluation or educational placement or the provision of a  
707 free appropriate public education placement to such child or pupil  
708 provided, if the parent, guardian, pupil or surrogate parent is not given  
709 notice of the procedural safeguards, in accordance with regulations  
710 adopted by the State Board of Education, including notice of the

711 limitations contained in this section, such two-year limitation shall be  
712 calculated from the time notice of the safeguards is properly given.

713 (b) Upon receipt of a written request for a special education hearing  
714 made in accordance with subsection (a) of this section, the Department  
715 of Education shall appoint an impartial hearing officer who shall  
716 schedule a hearing which shall be held and the decision written and  
717 mailed not later than forty-five days after the commencement of the  
718 hearing pursuant to the Individuals with Disabilities Education Act, 20  
719 USC 1400 et seq., as amended from time to time. An extension of the  
720 forty-five-day time limit may be granted by the hearing officer at the  
721 request of either party to the hearing.

722 (c) (1) The Department of Education shall provide training to hearing  
723 officers in administrative hearing procedures, including due process,  
724 and in the special educational needs of children. Hearing officers and  
725 members of hearing boards shall not be employees of the Department  
726 of Education or any local or regional board of education, unified school  
727 district or public agency involved in the education or care of the child.  
728 A person who is paid to serve as a hearing officer is not deemed to be  
729 an employee of the Department of Education. No person who  
730 participated in the previous identification, evaluation or educational  
731 placement of or the provision of a free appropriate public education to  
732 the child or pupil nor any member of the board of education of the  
733 school district under review, shall be a hearing officer or a member of a  
734 hearing board.

735 (2) Both parties shall participate in a prehearing conference to resolve  
736 the issues in dispute, if possible and narrow the scope of the issues. Each  
737 party to the hearing shall disclose, not later than five business days prior  
738 to the date the hearing commences, (A) documentary evidence such  
739 party plans to present at the hearing and a list of witnesses such party  
740 plans to call at the hearing, and (B) all completed evaluations and  
741 recommendations based on the offering party's evaluations that the  
742 party intends to use at the hearing. Except for good cause shown, the  
743 hearing officer shall limit each party to such documentary evidence and

744 witnesses as were properly disclosed and are relevant to the issues in  
745 dispute. A hearing officer may bar any party who fails to comply with  
746 the requirements concerning disclosure of evaluations and  
747 recommendations from introducing any undisclosed evaluation or  
748 recommendation at the hearing without the consent of the other party.

749 (3) The hearing officer or board shall hear testimony relevant to the  
750 issues in dispute offered by the party requesting the hearing and any  
751 other party directly involved, and may hear any additional testimony  
752 the hearing officer or board deems relevant. The hearing officer or board  
753 shall hear the testimony offered by the local or regional board of  
754 education or the unified school district responsible for providing special  
755 education to a child or pupil first in any dispute concerning the  
756 provision of free appropriate public education. The hearing officer or  
757 board may require a complete and independent evaluation or  
758 prescription of educational programs by qualified persons, the cost of  
759 which shall be paid by the board of education or the unified school  
760 district. The hearing officer or board shall cause all formal sessions of  
761 the hearing and review to be recorded in order to provide a verbatim  
762 record.

763 (d) (1) The hearing officer or board shall have the authority (A) to  
764 confirm, modify, or reject the identification, evaluation or educational  
765 placement of or the provision of a free appropriate public education to  
766 the child or pupil, (B) to determine the appropriateness of an  
767 educational placement where the parent or guardian of a child requiring  
768 special education or the pupil if such pupil is an emancipated minor or  
769 eighteen years of age or older, has placed the child or pupil in a program  
770 other than that prescribed by the planning and placement team, or (C)  
771 to prescribe alternate special educational programs for the child or  
772 pupil. If the parent or guardian of such a child who previously received  
773 special education and related services from the district enrolls the child,  
774 or the pupil who previously received special education and related  
775 services from the district enrolls in a private elementary or secondary  
776 school without the consent of or referral by the district, a hearing officer  
777 may, in accordance with the Individuals with Disabilities Education Act,



778 20 USC 1400 et seq., as amended from time to time, require the district  
779 to reimburse the parents or the pupil for the cost of that enrollment if  
780 the hearing officer finds that the district had not made a free appropriate  
781 public education available to the child or pupil in a timely manner prior  
782 to that enrollment. In the case where a parent or guardian, or pupil if  
783 such pupil is an emancipated minor or is eighteen years of age or older,  
784 or a surrogate parent appointed pursuant to section 10-94g, has refused  
785 consent for initial evaluation or reevaluation, the hearing officer or  
786 board may order an initial evaluation or reevaluation without the  
787 consent of such parent, guardian, pupil or surrogate parent except that  
788 if the parent, guardian, pupil or surrogate parent appeals such decision  
789 pursuant to subdivision (4) of this subsection, the child or pupil may not  
790 be evaluated or placed pending the disposition of the appeal. The  
791 hearing officer or board shall inform the parent or guardian, or the  
792 emancipated minor or pupil eighteen years of age or older, or the  
793 surrogate parent appointed pursuant to section 10-94g, or the  
794 Commissioner of Children and Families, as the case may be, and the  
795 board of education of the school district or the unified school district of  
796 the decision in writing and mail such decision not later than forty-five  
797 days after the commencement of the hearing pursuant to the Individuals  
798 with Disabilities Education Act, 20 USC 1400 et seq., as amended from  
799 time to time, except that a hearing officer or board may grant specific  
800 extensions of such forty-five-day period in order to comply with the  
801 provisions of subsection (b) of this section. The hearing officer may  
802 include in the decision a comment on the conduct of the proceedings.  
803 The findings of fact, conclusions of law and decision shall be written  
804 without personally identifiable information concerning such child or  
805 pupil, so that such decisions may be promptly indexed and published  
806 and available for public inspections pursuant to sections 4-167 and 4-  
807 180a.

808 (2) If the local or regional board of education or the unified school  
809 district responsible for providing special education for such child or  
810 pupil requiring special education does not take action on the findings or  
811 prescription of the hearing officer or board within fifteen days after

812 receipt thereof, the State Board of Education shall take appropriate  
813 action to enforce the findings or prescriptions of the hearing officer or  
814 board. Such action may include application to the Superior Court for  
815 injunctive relief to compel such local or regional board or school district  
816 to implement the findings or prescription of the hearing officer or board  
817 without the necessity of establishing irreparable harm or inadequate  
818 remedy at law.

819 (3) If the hearing officer or board upholds the local or regional board  
820 of education or the unified school district responsible for providing  
821 special education and related services for such child or pupil who  
822 requires or may require special education on the issue of evaluation,  
823 reevaluation or placement in a private school or facility, such board or  
824 district may evaluate or provide such services to the child or pupil  
825 without the consent of the parent or guardian, pupil if such pupil is an  
826 emancipated minor or is eighteen years of age or older, or the surrogate  
827 parent appointed pursuant to section 10-94g, subject to an appeal  
828 pursuant to subdivision (4) of this subsection.

829 (4) Appeals from the decision of the hearing officer or board shall be  
830 taken in the manner set forth in section 4-183, except the court shall hear  
831 additional evidence at the request of a party. Notwithstanding the  
832 provisions of section 4-183, such appeal shall be taken to the judicial  
833 district wherein the child or pupil resides. In the event of an appeal,  
834 upon request and at the expense of the State Board of Education, said  
835 board shall supply a copy of the transcript of the formal sessions of the  
836 hearing officer or board to the parent or guardian or the emancipated  
837 minor or pupil eighteen years of age or older or surrogate parent or said  
838 commissioner and to the board of education of the school district or the  
839 unified school district.

840 (e) Hearing officers and members of the hearing board shall be paid  
841 reasonable fees and expenses as established by the State Board of  
842 Education.

843 (f) (1) In lieu of proceeding directly to a hearing, pursuant to

844 subsection (a) of this section, [the parties] any party may [agree in  
845 writing to request the Commissioner of Education to appoint a state  
846 mediator] request mediation through the Office of Mediation Services,  
847 established pursuant to section 18 of this act. Upon the receipt of a  
848 [written] request for mediation, [signed by both parties, the  
849 commissioner] the office shall appoint a mediator, [knowledgeable in  
850 the fields and areas significant to the review of the special educational  
851 needs of the child or pupil] in accordance with section 19 of this act, and  
852 invite all parties to a mediation with a person selected from the list of  
853 special education mediators maintained by said office. The mediator  
854 shall attempt to resolve the issues in a manner which is acceptable to the  
855 parties. The mediator shall certify in writing to the [Department of  
856 Education] office and to the parties whether the mediation was  
857 successful or unsuccessful.

858 (2) If the dispute is not resolved through mediation, [either] any party  
859 may proceed to a hearing.

860 (g) The Department of Education shall establish and publish on its  
861 Internet web site a plain language resource explaining (1) the process by  
862 which the department resolves complaints, and (2) the hearing process  
863 established pursuant to this section and how to request and prepare for  
864 a hearing, both of which shall be translated into the most commonly  
865 spoken languages in the state.

866 Sec. 21. (NEW) (*Effective July 1, 2023*) The Department of Education  
867 shall initiate a program of overseeing the implementation of the  
868 Individuals with Disabilities Education Act, 20 USC 1400 et seq., as  
869 amended from time to time, in school districts throughout the state.  
870 Under such program, the department shall conduct audits of special  
871 education programs in randomly selected school districts each year.  
872 Such audits shall include, but need not be limited to, (1) interviewing  
873 teachers and staff who provide special education services and parents  
874 or guardians of children requiring special education, (2) conducting  
875 unannounced on-site visits, and (3) reviewing individualized education  
876 programs upon the approval of the parent or guardian of the child to

877 whom such individualized education program applies.

878 Sec. 22. Subsection (a) of section 10-220a of the general statutes is  
879 repealed and the following is substituted in lieu thereof (*Effective July 1,*  
880 *2023*):

881 (a) Each local or regional board of education shall provide an in-  
882 service training program for its teachers, administrators and pupil  
883 personnel who hold the initial educator, provisional educator or  
884 professional educator certificate. Such program shall provide such  
885 teachers, administrators and pupil personnel with information on (1)  
886 the nature and the relationship of alcohol and drugs, as defined in  
887 subdivision (17) of section 21a-240, to health and personality  
888 development, and procedures for discouraging their abuse, (2) health  
889 and mental health risk reduction education that includes, but need not  
890 be limited to, the prevention of risk-taking behavior by children and the  
891 relationship of such behavior to substance abuse, pregnancy, sexually  
892 transmitted diseases, including HIV-infection and AIDS, as defined in  
893 section 19a-581, violence, teen dating violence, domestic violence and  
894 child abuse, (3) school violence prevention, conflict resolution, the  
895 prevention of and response to youth suicide and the identification and  
896 prevention of and response to bullying, as defined in subsection (a) of  
897 section 10-222d, except that those boards of education that implement  
898 any evidence-based model approach that is approved by the  
899 Department of Education and is consistent with subsection (c) of section  
900 10-145a, sections 10-222d, 10-222g and 10-222h, subsection (g) of section  
901 10-233c and sections 1 and 3 of public act 08-160, shall not be required  
902 to provide in-service training on the identification and prevention of  
903 and response to bullying, (4) cardiopulmonary resuscitation and other  
904 emergency life saving procedures, (5) the requirements and obligations  
905 of a mandated reporter, (6) the detection and recognition of, and  
906 evidence-based structured literacy interventions for, students with  
907 dyslexia, as defined in section 10-3d, (7) culturally responsive pedagogy  
908 and practice, including, but not limited to, the video training module  
909 relating to implicit bias and anti-bias in the hiring process in accordance  
910 with the provisions of section 10-156hh, [and] (8) the principles and

911 practices of social-emotional learning and restorative practices, and (9)  
 912 the laws governing the implementation of planning and placement team  
 913 meetings and concerning plans pursuant to Section 504 of the  
 914 Rehabilitation Act of 1973, as amended from time to time. Each local or  
 915 regional board of education may allow any paraprofessional or  
 916 noncertified employee to participate, on a voluntary basis, in any in-  
 917 service training program provided pursuant to this section.

This act shall take effect as follows and shall amend the following sections:		
Section 1	July 1, 2023	New section
Sec. 2	January 1, 2024	10-74n
Sec. 3	July 1, 2023	New section
Sec. 4	July 1, 2023	New section
Sec. 5	July 1, 2023	10-76d(b)
Sec. 6	July 1, 2023	10-76ll(b)
Sec. 7	July 1, 2023	10-253(a)
Sec. 8	July 1, 2023	10-253(h)(3)
Sec. 9	July 1, 2023	10-76a(2)
Sec. 10	July 1, 2023	10-76ff(b)
Sec. 11	July 1, 2023	New section
Sec. 12	July 1, 2023	New section
Sec. 13	July 1, 2023	10-76d(a)(10)
Sec. 14	July 1, 2023	10-76d(a)(9)
Sec. 15	July 1, 2023	New section
Sec. 16	July 1, 2023	New section
Sec. 17	July 1, 2023	New section
Sec. 18	July 1, 2023	New section
Sec. 19	July 1, 2023	New section
Sec. 20	July 1, 2023	10-76h
Sec. 21	July 1, 2023	New section
Sec. 22	July 1, 2023	10-220a(a)

**Statement of Purpose:**

To (1) establish an Office of Transition Services and an Office of Mediation Services within the Department of Education, (2) increase the age until which a student can receive special education services from twenty-one to twenty-two, (3) allow translators to attend planning and placement team meetings and for the individualized education program

and other documents to be translated to the primary language of the student or family, (4) require coordination with agencies that provide programs for adults when a student turns fourteen years old, (5) require the publication of a plain language resource explaining the process for hearing complaints and of the decisions made from complaint hearings, (6) require the Department of Education to conduct random audits of special education programs, and (7) require the development of educator in-service training on the laws governing planning and placement team meetings.

*[Proposed deletions are enclosed in brackets. Proposed additions are indicated by underline, except that when the entire text of a bill or resolution or a section of a bill or resolution is new, it is not underlined.]*