



**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 students.

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, transition services and transition programs  
68 provided by each such board, office or department, including, but not  
69 limited to, for each resource, service and program (A) a plain language  
70 description, (B) eligibility requirements, and (C) application deadlines  
71 and instructions, (3) disseminate a notice concerning such [fact sheet]  
72 online listing to local and regional boards of education for distribution  
73 to parents, teachers, administrators and boards of education, and [(3)]  
74 (4) annually collect information related to transition resources,  
75 programs and services provided by other state agencies. [and make such  
76 information available to parents, teachers, administrators and boards of  
77 education.]

78 (b) For the school year commencing July 1, [2016] 2024, and each  
79 school year thereafter, the State Board of Education shall distribute [the  
80 information] a notice concerning the online listing described in  
81 subdivision (2) of subsection (a) of this section to each local or regional  
82 board of education. Each local or regional board of education shall  
83 annually distribute such [information] notice to the parent of a child

84 requiring special education and related services in grades six to twelve,  
85 inclusive, at a planning and placement team meeting for such child. As  
86 used in this section, "parent" means the parent or guardian of a child  
87 requiring special education or the surrogate parent or, in the case of a  
88 pupil who is an emancipated minor or eighteen years of age or older,  
89 the pupil.

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

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

103       Sec. 4. (NEW) (*Effective July 1, 2023*) (a) Not later than January 1, 2024,  
104 each local and regional board of education shall ensure that a transition  
105 coordinator has been appointed, who may be the director of pupil  
106 personnel or another employee of such board appointed as transition  
107 coordinator by such director. Each transition coordinator shall (1)  
108 complete the training program developed by the Department of  
109 Education pursuant to section 3 of this act during the three-year period  
110 immediately following the date upon which the regional educational  
111 service center that serves the school district in which such transition  
112 coordinator is employed starts providing such training program,  
113 provided each new transition coordinator appointed after the initiation  
114 of such training period shall complete such training program not later  
115 than one year after being appointed, and (2) ensure that parents of  
116 students requiring special education receive information concerning

117 transition resources, transition services or transition programs in  
118 accordance with section 10-74n of the general statutes, as amended by  
119 this act, and are aware of the eligibility requirements and application  
120 details of such resources, services and programs that specifically apply  
121 to such student.

122 (b) Each educator and school staff who provides transition services  
123 shall complete the training program developed by the Department of  
124 Education pursuant to section 3 of this act during the five-year period  
125 immediately following the date upon which the regional educational  
126 service center that serves the school district in which such educator or  
127 school staff is employed starts providing such training program,  
128 provided each new educator and school staff employed to provide  
129 transition services after the initiation of such training period shall  
130 complete such training program not later than one year from the date  
131 such educator is hired to provide such services.

132 Sec. 5. Subsection (b) of section 10-76d of the general statutes is  
133 repealed and the following is substituted in lieu thereof (*Effective July 1,*  
134 *2023*):

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

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

167 Sec. 6. Subsection (b) of section 10-76ll of the general statutes is  
168 repealed and the following is substituted in lieu thereof (*Effective July 1,*  
169 *2023*):

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

183 pursuant to subsection (j) of section 10-221a, and (4) the right of such  
184 child to receive realistic and specific postgraduation goals as part of  
185 such child's individualized education program.

186 Sec. 7. Subsection (a) of section 10-253 of the general statutes is  
187 repealed and the following is substituted in lieu thereof (*Effective July 1,*  
188 *2023*):

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

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

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

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

214 law;

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

218 (C) Students in justice system custody and returning to the  
219 community from justice system custody receive appropriate credit for  
220 school work completed in custody, pursuant to this section or section  
221 10-220h;

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

226 Sec. 9. Subdivision (2) of section 10-76a of the general statutes is  
227 repealed and the following is substituted in lieu thereof (*Effective July 1,*  
228 *2023*):

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

231 Sec. 10. Subsection (b) of section 10-76ff of the general statutes is  
232 repealed and the following is substituted in lieu thereof (*Effective July 1,*  
233 *2023*):

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



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

279 recommendations on how to assist the child in meeting the child's  
280 postsecondary goals.

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

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

295       (c) If the commissioner finds that any grant awarded pursuant to this  
296 section is being used for purposes that do not conform to the purposes  
297 of this section, the commissioner may require repayment of the grant to  
298 the state.

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

305       Sec. 12. (*Effective July 1, 2023*) The State Education Resource Center,  
306 established pursuant to section 10-357a of the general statutes, shall  
307 review each public transition program, as defined in section 1 of this act.  
308 Such review shall examine aspects of each public transition program,  
309 including, but not limited to, the following: (1) The types of transition

310 services, as defined in section 1 of this act, provided in such program,  
311 (2) the number and qualifications of the staff providing such transition  
312 services, (3) the location of such program relative to the residence of the  
313 student or the student's family, and (4) any metrics for measuring the  
314 performance of such program, such as student and family feedback and  
315 the placement of students in employment, postsecondary education or  
316 training or programs for adults. Not later than January 1, 2024, the State  
317 Education Resource Center shall submit, in accordance with the  
318 provisions of section 11-4a of the general statutes, to the joint standing  
319 committee of the General Assembly having cognizance of matters  
320 relating to education a report of its findings, including, but not limited  
321 to, a list of best practices and innovative programs.

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

325       (10) (A) Each local and regional board of education responsible for  
326 providing special education and related services to a child or pupil shall  
327 notify the parent or guardian of a child who requires or who may  
328 require special education, a pupil if such pupil is an emancipated minor  
329 or eighteen years of age or older who requires or who may require  
330 special education or a surrogate parent appointed pursuant to section  
331 10-94g, in writing, at least five school days before such board proposes  
332 to, or refuses to, initiate or change the child's or pupil's identification,  
333 evaluation or educational placement or the provision of a free  
334 appropriate public education to the child or pupil.

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

343 be for the sole purpose of discussing the planning and placement team  
344 process and any concerns such parent, guardian, pupil or surrogate  
345 parent has regarding the child or pupil who requires or may require  
346 special education.

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

366 (D) Immediately upon the formal identification of any child as a child  
367 requiring special education and at each planning and placement team  
368 meeting for such child, the responsible local or regional board of  
369 education shall inform the parent or guardian of such child or surrogate  
370 parent or, in the case of a pupil who is an emancipated minor or eighteen  
371 years of age or older, the pupil of (i) the laws relating to special  
372 education, (ii) the rights of such parent, guardian, surrogate parent or  
373 pupil under such laws and the regulations adopted by the State Board  
374 of Education relating to special education, including the right of a  
375 parent, guardian or surrogate parent to (I) withhold from enrolling such

376 child in kindergarten, in accordance with the provisions of section 10-  
377 184, and (II) have advisors and the school paraprofessional assigned to  
378 such child or pupil attend and participate in all portions of such meeting  
379 at which an educational program for such child or pupil is developed,  
380 reviewed or revised, in accordance with the provisions of subparagraph  
381 (C) of this subdivision, and (iii) any relevant information and resources  
382 relating to individualized education programs created by the  
383 Department of Education, including, but not limited to, information  
384 relating to transition resources and services for high school students. If  
385 such parent, guardian, surrogate parent or pupil does not attend a  
386 planning and placement team meeting, the responsible local or regional  
387 board of education shall mail such information to such person. Each  
388 responsible local or regional board of education shall provide a child or  
389 pupil's individualized education program, any documents relating to  
390 such program and all the information required pursuant to this  
391 subparagraph translated to the primary language spoken by such  
392 parent, guardian, surrogate parent or pupil automatically if there is an  
393 apparent need or upon the request of the parent guardian, surrogate  
394 parent or pupil.

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

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

409 recommendation made in the transition plan, as required by section 17a-  
410 248e, by such child or pupil's birth-to-three service coordinator  
411 addressed by the planning and placement team.

412 (ii) At the first planning and placement team meeting when a child or  
413 pupil reaches the age of seventeen, the responsible local or regional  
414 board of education shall inform the parent, guardian or surrogate parent  
415 of any child who may have an intellectual disability, as defined in  
416 section 1-1g, of the laws relating to becoming a conservator for such  
417 child through application to a probate court.

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

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

433 (H) Each local or regional board of education shall monitor the  
434 development of each child who, pursuant to subsection (a) of section  
435 17a-248e, has been (i) referred for a registration on a mobile application  
436 designated by the Commissioner of Early Childhood, in partnership  
437 with such child's parent, guardian or surrogate parent, or (ii) provided  
438 a form for such child's parent, guardian or surrogate parent to complete  
439 and submit to such local or regional board of education that screens for  
440 developmental and social-emotional delays using a validated screening

441 tool, such as the Ages and Stages Questionnaire and the Ages and Stages  
442 Social-Emotional Questionnaire, or its equivalent. If such monitoring  
443 results in suspecting a child of having a developmental delay, the board  
444 shall schedule a planning and placement team meeting with such child's  
445 parent, guardian or surrogate parent for the purposes of identifying  
446 services for which such child may be eligible, including, but not limited  
447 to, a preschool program under Part B of the Individuals with Disabilities  
448 Act, 20 USC 1471 et seq. If a parent, guardian or surrogate parent of any  
449 child referred for a registration on the mobile application or provided a  
450 form to complete and submit, pursuant to subsection (a) of section 17a-  
451 248e, fails to complete such registration or complete and submit such  
452 form after a period of six months from the date of such referral or  
453 provision of such form, the board shall send a reminder, in the form and  
454 manner determined by the board, to such parent, guardian or surrogate  
455 parent to complete such registration or complete and submit such form.  
456 The board shall send another reminder after a period of one year from  
457 such referral or provision of such form if such registration remains  
458 incomplete or such form is not submitted.

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

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

477 (9) (A) The planning and placement team shall, in accordance with  
478 the provisions of the Individuals With Disabilities Education Act, 20  
479 USC 1400, et seq., as amended from time to time, develop and include a  
480 statement of transition service needs in the individualized education  
481 program for each child requiring special education, beginning not later  
482 than the first individualized education program to be in effect when  
483 such child becomes fourteen years of age, or younger if the planning  
484 and placement team determines it is appropriate. Such individualized  
485 education program shall include [(A)] (i) appropriate measurable  
486 postsecondary goals based upon age-appropriate transition  
487 assessments related to training, education, employment and, where  
488 appropriate, independent living skills; and [(B)] (ii) the transition  
489 services, including courses of study, needed to assist such child in  
490 reaching those goals. Such individualized education program shall be  
491 updated annually thereafter in accordance with the provisions of this  
492 subdivision. Nothing in this subdivision shall be construed as requiring  
493 the Department of Aging and Disability Services to lower the age of  
494 transitional services for a child with disabilities from sixteen to fourteen  
495 years of age.

496 (B) At the first planning and placement team meeting when a child  
497 reaches the age of fourteen and has a statement of transition service  
498 needs included in such child's individualized education program  
499 pursuant to subparagraph (A) of this subdivision, the planning and  
500 placement team shall, for each transition program, as defined in section  
501 1 of this act, and each program for adults for which such child may be  
502 eligible after graduation, (i) notify the state agency that provides such  
503 program about the potential eligibility of such child upon the approval  
504 of the parent or guardian of such child, or a surrogate parent of such  
505 child appointed pursuant to section 10-94g, or such child if such child is  
506 an emancipated minor, and (ii) provide such parent, guardian,



507 surrogate parent or child a listing of such programs that includes, but is  
508 not limited to, (I) a plain language description of such program, (II)  
509 eligibility requirements for such program, and (III) deadlines and  
510 instructions for applications to such programs.

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

537 Sec. 15. (NEW) (*Effective July 1, 2023*) The Department of  
538 Developmental Services shall assist any child who is determined to be  
539 potentially eligible for services from the department by such child's

540 planning and placement team pursuant to subparagraph (B) of  
541 subdivision (9) of subsection (a) of section 10-76d of the general statutes,  
542 as amended by this act, to secure and maintain suitable employment  
543 during the summer.

544 Sec. 16. (NEW) (*Effective July 1, 2023*) The Department of  
545 Developmental Services and the Bureau of Rehabilitation Services shall  
546 each employ a sufficient number of employees to provide case  
547 management or benefit counseling services for children requiring  
548 special education who may be eligible to receive services from the  
549 department or bureau as determined by a planning and placement team  
550 pursuant to the provisions of subdivision (9) of subsection (a) of section  
551 10-76d of the general statutes, as amended by this act.

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

564 Sec. 18. (NEW) (*Effective July 1, 2023*) (a) There is established an Office  
565 of Mediation Services within the Department of Education's Bureau of  
566 Special Education which shall be separate and distinct from any  
567 investigatory or enforcement functions of the department. The Office of  
568 Mediation Services shall (1) expand the mediation services offered by  
569 the department in lieu of proceeding directly to a special education  
570 hearing pursuant to section 10-76h of the general statutes, as amended  
571 by this act, (2) oversee and coordinate such mediation services for each  
572 school district in the state, (3) maintain a list of special education

573 mediators that meet the minimum training requirements set forth in  
574 subsection (c) of this section and are of a sufficient quantity to meet the  
575 needs of each school district in the state, (4) promote the benefits of  
576 mediation to each local or regional board of education, parents and  
577 guardians and special education advocacy groups, (5) solicit feedback  
578 from local and regional boards of education and parents and guardians  
579 about the mediation process through an annual open meeting, after the  
580 conclusion of any mediation and in any other manner as determined by  
581 the office, (6) establish and publish on its Internet web site (A) a  
582 statement of the impartiality of mediators and the confidentiality of  
583 matters discussed in mediation, which shall, at a minimum, provide that  
584 no employee of the office or mediator on the list of special education  
585 mediators may share information from any mediation with an employee  
586 of the department tasked with investigatory or enforcement functions  
587 unless required by state or federal law, and (B) a plain language  
588 resource explaining the mediation process and how to request and  
589 prepare for a mediation, which shall be translated into the most  
590 commonly spoken languages in the state, and (7) create a notice of the  
591 availability of mediation services that includes the link to the plain  
592 language resource pursuant to subparagraph (B) of subdivision (6) of  
593 this subsection, which shall be translated into the most commonly  
594 spoken languages in the state, for distribution by local or regional  
595 boards of education to parents, guardians and surrogate parents of  
596 children requiring special education pursuant to subparagraph (F) of  
597 subdivision (10) of subsection (a) of section 10-76d of the general  
598 statutes, as amended by this act.

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

603 (c) The Office of Mediation Services shall verify that each mediator  
604 included on the list of special education mediators maintained by the  
605 office completes (1) not less than forty hours of training in mediation

606 skills through a module or course that has been approved by the office,  
607 and (2) training in special education law for a minimum number of  
608 hours prescribed by the office through a module or course provided by  
609 the Department of Education or by another provider approved by the  
610 office. The office may, in its discretion, waive one such training  
611 requirement for any applicant for inclusion on the list of special  
612 education mediators who (A) submits proof of completion of a forty-  
613 hour mediation skills training or an equivalent course of study related  
614 to mediation skills from an institution of higher education for waiver of  
615 the mediation skill training requirement, or (B) has sufficient and direct  
616 professional experience in special education law or submits proof of  
617 completion of a comparable course of study related to special education  
618 law from an institution of higher education for waiver of the special  
619 education law training requirement. Each mediator approved by the  
620 office for inclusion on the list of special education mediators shall  
621 complete at least two hours of continuing education every two years in  
622 subject areas prescribed by the office which may be provided by the  
623 Department of Education or any other organization approved by the  
624 office. Each mediator shall remain impartial and maintain the  
625 confidentiality of any matter discussed during mediation.

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

632 Sec. 19. (NEW) (*Effective July 1, 2023*) (a) A parent or guardian of a  
633 child requiring special education and related services, pursuant to  
634 sections 10-76a to 10-76g, inclusive, of the general statutes, as amended  
635 by this act, a child if such child is an emancipated minor or eighteen  
636 years of age or older requiring such services, a surrogate parent  
637 appointed pursuant to section 10-94g of the general statutes, the  
638 Commissioner of Children and Families, or a designee of said

639 commissioner, on behalf of any such child in the custody of said  
640 commissioner or the local or regional board of education responsible for  
641 providing special education and related services for a child, may request  
642 a mediation through the Office of Mediation Services, established  
643 pursuant to section 18 of this act, at any time for any matter related to  
644 the provision of special education for a child, including, but not limited  
645 to, identification, evaluation, educational placement or implementation  
646 of an individualized education program.

647 (b) Upon receipt of a request for a mediation, the Office of Mediation  
648 Services shall provide notification to the requester of such mediation  
649 and any other parties subject to the request of such mediation (1) that a  
650 conflict exists between such parties, (2) about the mediation process,  
651 including, but not limited to, stating that mediation is voluntary,  
652 facilitated by a neutral mediator and nonbinding, and (3) to invite all  
653 parties to participate in mediation. The office shall provide a translator  
654 at the mediation upon the request of any party.

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

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

671 (2) The local or regional board of education or the unified school  
672 district responsible for providing special education and related services  
673 for a child or pupil requiring such services under sections 10-76a to 10-  
674 76g, inclusive, as amended by this act, may request, upon written notice  
675 to the parent or guardian of such child, the pupil if such pupil is an  
676 emancipated minor or is eighteen years of age or older, the surrogate  
677 parent appointed pursuant to section 10-94g, or the Commissioner of  
678 Children and Families, or a designee of said commissioner, on behalf of  
679 any such child or pupil in the custody of said commissioner, a hearing  
680 concerning the decision of the planning and placement team established  
681 pursuant to section 10-76d, as amended by this act, whenever such  
682 board or district proposes or refuses to initiate or change the  
683 identification, evaluation or educational placement of or the provision  
684 of a free appropriate public education placement to such child or pupil,  
685 including, but not limited to, refusal of the parent or guardian, pupil if  
686 such pupil is an emancipated minor or is eighteen years of age or older  
687 or the surrogate parent appointed pursuant to section 10-94g, to give  
688 consent for initial evaluation or reevaluation or the withdrawal of such  
689 consent. The local or regional board of education or unified school  
690 district shall provide a copy of the request to the Department of  
691 Education. In the event a planning and placement team proposes private  
692 placement for a child or pupil who requires or may require special  
693 education and related services and the parent, guardian, pupil if such  
694 pupil is an emancipated minor or is eighteen years of age or older or  
695 surrogate parent appointed pursuant to section 10-94g withholds or  
696 revokes consent for such placement, the local or regional board of  
697 education shall request a hearing in accordance with this section and  
698 may request mediation pursuant to subsection (f) of this section,  
699 provided such action may be taken only in the event such parent,  
700 guardian, pupil or surrogate parent has consented to the initial receipt  
701 of special education and related services and subsequent to the initial  
702 placement of the child, the local or regional board of education seeks a  
703 private placement. For purposes of this section, a "local or regional  
704 board of education or unified school district" includes any public agency  
705 which is responsible for the provision of special education and related

706 services to children requiring special education and related services.

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

709 (4) A party shall have two years to request a hearing from the time  
710 the board of education proposed or refused to initiate or change the  
711 identification, evaluation or educational placement or the provision of a  
712 free appropriate public education placement to such child or pupil  
713 provided, if the parent, guardian, pupil or surrogate parent is not given  
714 notice of the procedural safeguards, in accordance with regulations  
715 adopted by the State Board of Education, including notice of the  
716 limitations contained in this section, such two-year limitation shall be  
717 calculated from the time notice of the safeguards is properly given.

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

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

738 school district under review, shall be a hearing officer or a member of a  
739 hearing board.

740 (2) Both parties shall participate in a prehearing conference to resolve  
741 the issues in dispute, if possible and narrow the scope of the issues. Each  
742 party to the hearing shall disclose, not later than five business days prior  
743 to the date the hearing commences, (A) documentary evidence such  
744 party plans to present at the hearing and a list of witnesses such party  
745 plans to call at the hearing, and (B) all completed evaluations and  
746 recommendations based on the offering party's evaluations that the  
747 party intends to use at the hearing. Except for good cause shown, the  
748 hearing officer shall limit each party to such documentary evidence and  
749 witnesses as were properly disclosed and are relevant to the issues in  
750 dispute. A hearing officer may bar any party who fails to comply with  
751 the requirements concerning disclosure of evaluations and  
752 recommendations from introducing any undisclosed evaluation or  
753 recommendation at the hearing without the consent of the other party.

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

768 (d) (1) The hearing officer or board shall have the authority (A) to  
769 confirm, modify, or reject the identification, evaluation or educational  
770 placement of or the provision of a free appropriate public education to



771 the child or pupil, (B) to determine the appropriateness of an  
772 educational placement where the parent or guardian of a child requiring  
773 special education or the pupil if such pupil is an emancipated minor or  
774 eighteen years of age or older, has placed the child or pupil in a program  
775 other than that prescribed by the planning and placement team, or (C)  
776 to prescribe alternate special educational programs for the child or  
777 pupil. If the parent or guardian of such a child who previously received  
778 special education and related services from the district enrolls the child,  
779 or the pupil who previously received special education and related  
780 services from the district enrolls in a private elementary or secondary  
781 school without the consent of or referral by the district, a hearing officer  
782 may, in accordance with the Individuals with Disabilities Education Act,  
783 20 USC 1400 et seq., as amended from time to time, require the district  
784 to reimburse the parents or the pupil for the cost of that enrollment if  
785 the hearing officer finds that the district had not made a free appropriate  
786 public education available to the child or pupil in a timely manner prior  
787 to that enrollment. In the case where a parent or guardian, or pupil if  
788 such pupil is an emancipated minor or is eighteen years of age or older,  
789 or a surrogate parent appointed pursuant to section 10-94g, has refused  
790 consent for initial evaluation or reevaluation, the hearing officer or  
791 board may order an initial evaluation or reevaluation without the  
792 consent of such parent, guardian, pupil or surrogate parent except that  
793 if the parent, guardian, pupil or surrogate parent appeals such decision  
794 pursuant to subdivision (4) of this subsection, the child or pupil may not  
795 be evaluated or placed pending the disposition of the appeal. The  
796 hearing officer or board shall inform the parent or guardian, or the  
797 emancipated minor or pupil eighteen years of age or older, or the  
798 surrogate parent appointed pursuant to section 10-94g, or the  
799 Commissioner of Children and Families, as the case may be, and the  
800 board of education of the school district or the unified school district of  
801 the decision in writing and mail such decision not later than forty-five  
802 days after the commencement of the hearing pursuant to the Individuals  
803 with Disabilities Education Act, 20 USC 1400 et seq., as amended from  
804 time to time, except that a hearing officer or board may grant specific  
805 extensions of such forty-five-day period in order to comply with the

806 provisions of subsection (b) of this section. The hearing officer may  
807 include in the decision a comment on the conduct of the proceedings.  
808 The findings of fact, conclusions of law and decision shall be written  
809 without personally identifiable information concerning such child or  
810 pupil, so that such decisions may be promptly indexed and published  
811 and available for public inspections pursuant to sections 4-167 and 4-  
812 180a.

813 (2) If the local or regional board of education or the unified school  
814 district responsible for providing special education for such child or  
815 pupil requiring special education does not take action on the findings or  
816 prescription of the hearing officer or board within fifteen days after  
817 receipt thereof, the State Board of Education shall take appropriate  
818 action to enforce the findings or prescriptions of the hearing officer or  
819 board. Such action may include application to the Superior Court for  
820 injunctive relief to compel such local or regional board or school district  
821 to implement the findings or prescription of the hearing officer or board  
822 without the necessity of establishing irreparable harm or inadequate  
823 remedy at law.

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

834 (4) Appeals from the decision of the hearing officer or board shall be  
835 taken in the manner set forth in section 4-183, except the court shall hear  
836 additional evidence at the request of a party. Notwithstanding the  
837 provisions of section 4-183, such appeal shall be taken to the judicial  
838 district wherein the child or pupil resides. In the event of an appeal,

839 upon request and at the expense of the State Board of Education, said  
840 board shall supply a copy of the transcript of the formal sessions of the  
841 hearing officer or board to the parent or guardian or the emancipated  
842 minor or pupil eighteen years of age or older or surrogate parent or said  
843 commissioner and to the board of education of the school district or the  
844 unified school district.

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

848 (f) (1) In lieu of proceeding directly to a hearing, pursuant to  
849 subsection (a) of this section, [the parties] any party may [agree in  
850 writing to request the Commissioner of Education to appoint a state  
851 mediator] request mediation through the Office of Mediation Services,  
852 established pursuant to section 18 of this act. Upon the receipt of a  
853 [written] request for mediation, [signed by both parties, the  
854 commissioner] the office shall appoint a mediator, [knowledgeable in  
855 the fields and areas significant to the review of the special educational  
856 needs of the child or pupil] in accordance with section 19 of this act, and  
857 invite all parties to a mediation with a person selected from the list of  
858 special education mediators maintained by said office. The mediator  
859 shall attempt to resolve the issues in a manner which is acceptable to the  
860 parties. The mediator shall certify in writing to the [Department of  
861 Education] office and to the parties whether the mediation was  
862 successful or unsuccessful.

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

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

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

883       Sec. 22. Subsection (a) of section 10-220a of the general statutes is  
884 repealed and the following is substituted in lieu thereof (*Effective July 1,*  
885 *2023*):

886       (a) Each local or regional board of education shall provide an in-  
887 service training program for its teachers, administrators and pupil  
888 personnel who hold the initial educator, provisional educator or  
889 professional educator certificate. Such program shall provide such  
890 teachers, administrators and pupil personnel with information on (1)  
891 the nature and the relationship of alcohol and drugs, as defined in  
892 subdivision (17) of section 21a-240, to health and personality  
893 development, and procedures for discouraging their abuse, (2) health  
894 and mental health risk reduction education that includes, but need not  
895 be limited to, the prevention of risk-taking behavior by children and the  
896 relationship of such behavior to substance abuse, pregnancy, sexually  
897 transmitted diseases, including HIV-infection and AIDS, as defined in  
898 section 19a-581, violence, teen dating violence, domestic violence and  
899 child abuse, (3) school violence prevention, conflict resolution, the  
900 prevention of and response to youth suicide and the identification and  
901 prevention of and response to bullying, as defined in subsection (a) of  
902 section 10-222d, except that those boards of education that implement  
903 any evidence-based model approach that is approved by the

904 Department of Education and is consistent with subsection (c) of section  
 905 10-145a, sections 10-222d, 10-222g and 10-222h, subsection (g) of section  
 906 10-233c and sections 1 and 3 of public act 08-160, shall not be required  
 907 to provide in-service training on the identification and prevention of  
 908 and response to bullying, (4) cardiopulmonary resuscitation and other  
 909 emergency life saving procedures, (5) the requirements and obligations  
 910 of a mandated reporter, (6) the detection and recognition of, and  
 911 evidence-based structured literacy interventions for, students with  
 912 dyslexia, as defined in section 10-3d, (7) culturally responsive pedagogy  
 913 and practice, including, but not limited to, the video training module  
 914 relating to implicit bias and anti-bias in the hiring process in accordance  
 915 with the provisions of section 10-156hh, [and] (8) the principles and  
 916 practices of social-emotional learning and restorative practices, and (9)  
 917 the laws governing the implementation of planning and placement team  
 918 meetings and concerning plans pursuant to Section 504 of the  
 919 Rehabilitation Act of 1973, as amended from time to time. Each local or  
 920 regional board of education may allow any paraprofessional or  
 921 noncertified employee to participate, on a voluntary basis, in any in-  
 922 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 Legislative Commissioners:**

In Section 2(a)(2), "transition" was added before "services" and "programs" and "such state agency" was changed to "each such board, office or department" for clarity; in Section 3(b), "educators and support staff" was changed to "other educators or school staff" for accuracy and consistency; in Section 4(a)(1), "not later than three years after the date when" was changed to "during the three-year period immediately following the date upon which" and "but thereafter, each new transition coordinator" was changed to "provided each new transition coordinator appointed after the initiation of such training period" for clarity; in Section 4(b), "not later than five years after the date when" was changed to "during the five-year period immediately following the date upon which" and "but thereafter, each new educator and school staff who provides transition services" was changed to "provided each new educator and school staff employed to provide transition services after the initiation of such training period" for clarity; in Section 5, "at" was added before "the end" and "when" was changed to "during which" for clarity; in Section 11(b)(1), "innovate" was changed to "innovative" for accuracy; in Section 11(d), "operated by such grantee" was added after "public transition program" for clarity; in Section 12, "study" was changed to "review" for accuracy; in Section 18(a)(4), "special education" was added before "advocacy groups" for clarity; in Section 18(a)(6)(A), "include, but not be limited to, a statement" was changed to "at a minimum, provide" for conciseness; in Section 18(a)(7), "established" was deleted for conciseness; and in Section 19(a), ", as amended by this act" was added to conform with standard drafting conventions.

**ED**            *Joint Favorable Subst. -LCO*