



General Assembly

Amendment

January Session, 2023

LCO No. 9075



Offered by:

REP. CURREY, 11th Dist.

REP. MCCARTY K., 38th Dist.

SEN. MCCRORY, 2nd Dist.

To: House Bill No. 6762

File No. 535

Cal. No. 330

"AN ACT CONCERNING SCHOOLS."

1 Strike everything after the enacting clause and substitute the
2 following in lieu thereof:

3 "Section 1. Subdivision (1) of subsection (b) of section 10-16q of the
4 general statutes is repealed and the following is substituted in lieu
5 thereof (*Effective July 1, 2023*):

6 (b) (1) For the fiscal year ending June 30, 2020, the per child cost of
7 the Office of Early Childhood school readiness program offered by a
8 school readiness provider shall not exceed eight thousand nine hundred
9 twenty-seven dollars. For the fiscal [year] years ending June 30, 2021,
10 [and each fiscal year thereafter] to June 30, 2024, inclusive, the per child
11 cost of the Office of Early Childhood school readiness program offered
12 by a school readiness provider shall not exceed nine thousand twenty-
13 seven dollars. For the fiscal year ending June 30, 2025, the per child cost
14 of the Office of Early Childhood full-time school readiness program

15 offered by a school readiness provider shall not exceed ten thousand
16 five hundred dollars.

17 Sec. 2. Subsection (a) of section 17b-749 of the general statutes is
18 repealed and the following is substituted in lieu thereof (*Effective July 1,*
19 *2023*):

20 (a) The Commissioner of Early Childhood shall establish and operate
21 a child care subsidy program to increase the availability, affordability
22 and quality of child care services for families with a parent or caretaker
23 who (1) is (A) working or attending high school, or (B) subject to the
24 provisions of subsection (d) of this section, is enrolled or participating
25 in (i) a public or independent institution of higher education, (ii) a
26 private career school authorized pursuant to sections 10a-22a to 10a-22o,
27 inclusive, (iii) a job training or employment program administered by a
28 regional workforce development board, (iv) an apprenticeship program
29 administered by the Labor Department's office of apprenticeship
30 training, (v) an alternate route to certification program approved by the
31 State Board of Education, (vi) an adult education program pursuant to
32 section 10-69 or other high school equivalency program, or (vii) a local
33 Even Start program or other adult education program approved by the
34 Commissioner of Early Childhood; or (2) receives cash assistance under
35 the temporary family assistance program from the Department of Social
36 Services and is participating in an education, training or other job
37 preparation activity approved pursuant to subsection (b) of section 17b-
38 688i or subsection (b) of section 17b-689d. Services available under the
39 child care subsidy program shall include the provision of child care
40 subsidies for children under the age of thirteen or children under the
41 age of nineteen with special needs. The Commissioner of Early
42 Childhood may institute a protective service class in which the
43 commissioner may waive eligibility requirements for at-risk
44 populations that meet the guidelines prescribed by the commissioner,
45 and subject to review by the Secretary of the Office of Policy and
46 Management. Such at-risk populations are children placed in a foster
47 home by the Department of Children and Families and for whom the
48 parent or legal guardian receives foster care payments, adopted children

49 for one year from the date of adoption and homeless children and
50 youths, as defined in 42 USC 11434a, as amended from time to time. The
51 Office of Early Childhood shall open and maintain enrollment for the
52 child care subsidy program and shall administer such program within
53 the existing budgetary resources available. The office shall issue a notice
54 on the office's Internet web site any time the office closes the program to
55 new applications, changes eligibility requirements, changes program
56 benefits or makes any other change to the program's status or terms,
57 except the office shall not be required to issue such notice when the
58 office expands program eligibility. Any change in the office's acceptance
59 of new applications, eligibility requirements, program benefits or any
60 other change to the program's status or terms for which the office is
61 required to give notice pursuant to this subsection, shall not be effective
62 until thirty days after the office issues such notice.

63 Sec. 3. (NEW) (*Effective July 1, 2023*) Any provider of child care
64 services, as described in section 19a-77 of the general statutes, licensed
65 by the Office of Early Childhood, that maintains a supply of epinephrine
66 cartridge injectors pursuant to section 19a-909 of the general statutes,
67 may administer such epinephrine for the purpose of emergency first aid
68 to a child in the care of such provider who experiences an allergic
69 reaction and does not have a prior written authorization of a parent or
70 guardian or a prior written order of a qualified medical professional for
71 the administration of epinephrine, provided the person administering
72 such epinephrine is a person with training, as defined in section 19a-909
73 of the general statutes. The parent or guardian of a child may submit, in
74 writing, to such child's provider of child care services, that epinephrine
75 shall not be administered to such child pursuant to this section.

76 Sec. 4. Section 10-502 of the general statutes is repealed and the
77 following is substituted in lieu thereof (*Effective July 1, 2023*):

78 The Office of Early Childhood shall collaborate with and may, within
79 available appropriations, provide funding to local [and regional] early
80 childhood [councils] collaboratives for the implementation of early care
81 and education and child development programs at the local level. Such

82 local early childhood [councils] collaboratives shall: (1) Develop and
83 implement a comprehensive plan for an early childhood system for the
84 community served by such local early childhood [council] collaborative,
85 (2) develop policy and program planning, (3) encourage community
86 participation by emphasizing substantial parental involvement, (4)
87 collect, analyze and evaluate data with a focus on program and service
88 outcomes, (5) allocate resources, and (6) perform any other functions
89 that will assist in the provision of early childhood programs and
90 services. Such local early childhood [councils] collaboratives may enter
91 into memoranda of agreement with the local or regional school
92 readiness council, described in section 10-16r, of the town or region
93 served by such local early childhood [council] collaborative to perform
94 the duties and functions of a school readiness council, in accordance
95 with the provisions of section 10-16r, or if no such local or regional
96 school readiness council exists for the town or region of such local early
97 childhood [council] collaborative, perform the duties and functions of a
98 school readiness council, in accordance with the provisions of section
99 10-16r.

100 Sec. 5. (*Effective July 1, 2023*) (a) Not later than January 1, 2025, the
101 Commissioner of Education shall, within available appropriations,
102 conduct an audit of state and local testing requirements and
103 administration. Such audit shall focus on (1) the state-wide mastery
104 examination, as described in section 10-14n of the general statutes, and
105 local standardized assessments used to monitor student and district
106 academic progress and achievement, (2) the amount of time devoted to
107 student preparation or educator instruction for the state-wide mastery
108 examination and such local standardized assessments, including the
109 amount of time that such preparation and instruction takes away from
110 regular instruction. Such audit shall also include recommendations
111 relating to any limitations on the amount of time that may be devoted
112 to administering the state-wide mastery examination and such local
113 standardized assessments. If a grant to conduct such audit is available
114 under 20 USC 6361 to 20 USC 6363, inclusive, as amended from time to
115 time, the commissioner shall submit an application for such grant and

116 conduct such audit in a manner that complies with the requirements set
117 forth in said 20 USC 6361 to 20 USC 6363, inclusive, as amended from
118 time to time.

119 (b) Not later than January 1, 2025, the commissioner shall submit a
120 report of the audit described in subsection (a) of this section to the joint
121 standing committees of the General Assembly having cognizance of
122 matters relating to education and appropriations and the budgets of
123 state agencies, in accordance with the provisions of section 11-4a of the
124 general statutes.

125 Sec. 6. (*Effective from passage*) (a) As used in this section:

126 (1) "Civic engagement" means participation in improving the quality
127 of life in a community and developing the combination of knowledge
128 and skills to enable such participation;

129 (2) "Civics" means the study of the rights and obligations of citizens;
130 and

131 (3) "Media literacy" means the ability to access, analyze, evaluate,
132 create and participate with media in all forms by understanding the role
133 of media in society, and building skills of inquiry and self-expression
134 essential to participation and collaboration in a democratic society.

135 (b) There is established the Connecticut Civics Education, Civics
136 Engagement and Media Literacy Task Force to study and develop
137 strategies to improve and promote civic engagement and instruction on
138 civics, citizenship, media literacy and American government. Such
139 study shall include, but need not be limited to (1) reviewing existing
140 state and national curricula and standards, classroom practices and high
141 school and college graduation requirements to identify and publicize
142 best practices in instruction on civics, citizenship, media literacy and
143 American government, (2) receiving recommendations from educators,
144 administrators, governmental entities, nongovernmental organizations
145 and the public, (3) a review of existing civics, citizenship, media literacy
146 and American government educational opportunities provided by

147 governmental entities and nongovernmental organizations throughout
148 the state, and (4) exploring the feasibility of establishing public and
149 private partnerships to fund, coordinate, promote and support
150 enhancements to such engagement and instruction.

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

152 (1) One appointed by the speaker of the House of Representatives,
153 who shall be a certified social studies teacher and a member of the
154 American Federation of Teachers-Connecticut;

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

157 (3) One appointed by the majority leader of the House of
158 Representatives, who shall be an officer or member of a
159 nongovernmental organization that promotes civic education, civic
160 engagement or media literacy;

161 (4) One appointed by the majority leader of the Senate, who shall be
162 an officer or member of a nongovernmental organization that promotes
163 civic education, civic engagement or media literacy;

164 (5) One appointed by the minority leader of the House of
165 Representatives, who shall be a representative of the Connecticut
166 Association of Public School Superintendents;

167 (6) One appointed by the minority leader of the Senate, who shall be
168 a representative of the Connecticut Association of Boards of Education;

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

171 (8) The Secretary of the State, or the Secretary's designee;

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

173 (10) The president of the Connecticut State Colleges and Universities,
174 or the president's designee;

175 (11) The president of The University of Connecticut, or the president's
176 designee;

177 (12) The president of the Connecticut Bar Association, or the
178 president's designee;

179 (13) The Chief Court Administrator, or the Chief Court
180 Administrator's designee;

181 (14) The chairpersons of the Connecticut Hate Crimes Advisory
182 Council, or the chairpersons' designees;

183 (15) The executive director of the Connecticut Humanities Council, or
184 the executive director's designee;

185 (16) The president of the Connecticut Democracy Center, or the
186 president's designee; and

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

189 (d) Any member of the task force appointed under subdivision (1),
190 (2), (3), (4), (5), (6) or (7) of subsection (c) of this section may be a member
191 of the General Assembly.

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

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

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

203 (h) Not later than January 1, 2025, the task force shall submit a report
204 on its findings and recommendations to the joint standing committee of
205 the General Assembly having cognizance of matters relating to
206 education, in accordance with the provisions of section 11-4a of the
207 general statutes. The task force shall terminate on the date that it
208 submits such report or July 1, 2025, whichever is later.

209 Sec. 7. Section 10-16b of the general statutes, as amended by section
210 32 of public act 22-80, is repealed and the following is substituted in lieu
211 thereof (*Effective July 1, 2025*):

212 (a) In the public schools the program of instruction offered shall
213 include at least the following subject matter, as taught by legally
214 qualified teachers, the arts; career education; consumer education;
215 health and safety, including, but not limited to, human growth and
216 development, nutrition, first aid, including cardiopulmonary
217 resuscitation training in accordance with the provisions of section 10-
218 16qq, disease prevention and cancer awareness, including, but not
219 limited to, age and developmentally appropriate instruction in
220 performing self-examinations for the purposes of screening for breast
221 cancer and testicular cancer, community and consumer health, physical,
222 mental and emotional health, including youth suicide prevention,
223 substance abuse prevention, including instruction relating to opioid use
224 and related disorders, safety, which shall include the safe use of social
225 media, as defined in section 9-601, and may include the dangers of gang
226 membership, and accident prevention; language arts, including reading,
227 writing, grammar, speaking and spelling; mathematics; physical
228 education; science, which may include the climate change curriculum
229 described in subsection (d) of this section; social studies, including, but
230 not limited to, civics and media literacy, citizenship, economics,
231 geography, government, history and Holocaust and genocide education
232 and awareness in accordance with the provisions of section 10-18f;
233 African-American and black studies in accordance with the provisions
234 of section 10-16ss; Puerto Rican and Latino studies in accordance with
235 the provisions of section 10-16ss; Native American studies, in
236 accordance with the provisions of section 10-16vv; Asian American and

237 Pacific Islander studies, in accordance with the provisions of section 10-
238 66ww; computer programming instruction; and in addition, on at least
239 the secondary level, one or more world languages; vocational education;
240 and the black and Latino studies course in accordance with the
241 provisions of sections 10-16tt and 10-16uu. For purposes of this
242 subsection, world languages shall include American Sign Language,
243 provided such subject matter is taught by a qualified instructor under
244 the supervision of a teacher who holds a certificate issued by the State
245 Board of Education. For purposes of this subsection, the "arts" means
246 any form of visual or performing arts, which may include, but not be
247 limited to, dance, music, art and theatre.

248 (b) If a local or regional board of education requires its pupils to take
249 a course in a world language, the parent or guardian of a pupil
250 identified as deaf or hard of hearing may request in writing that such
251 pupil be exempted from such requirement and, if such a request is
252 made, such pupil shall be exempt from such requirement.

253 (c) Each local and regional board of education shall on September 1,
254 1982, and annually thereafter at such time and in such manner as the
255 Commissioner of Education shall request, attest to the State Board of
256 Education that such local or regional board of education offers at least
257 the program of instruction required pursuant to this section, and that
258 such program of instruction is planned, ongoing and systematic.

259 (d) The State Board of Education shall make available curriculum
260 materials and such other materials as may assist local and regional
261 boards of education in developing instructional programs pursuant to
262 this section. The State Board of Education, within available
263 appropriations and utilizing available resource materials, shall assist
264 and encourage local and regional boards of education to include: (1)
265 Holocaust and genocide education and awareness; (2) the historical
266 events surrounding the Great Famine in Ireland; (3) African-American
267 and black studies; (4) Puerto Rican and Latino studies; (5) Native
268 American studies; (6) Asian American and Pacific Islander studies; (7)
269 personal financial management, including, but not limited to, financial

270 literacy as developed in the plan provided under section 10-16pp; (8)
271 training in cardiopulmonary resuscitation and the use of automatic
272 external defibrillators; (9) labor history and law, including organized
273 labor, the collective bargaining process, existing legal protections in the
274 workplace, the history and economics of free market capitalism and
275 entrepreneurialism, and the role of labor and capitalism in the
276 development of the American and world economies; (10) climate change
277 consistent with the Next Generation Science Standards; (11) topics
278 approved by the state board upon the request of local or regional boards
279 of education as part of the program of instruction offered pursuant to
280 subsection (a) of this section; and (12) instruction relating to the Safe
281 Haven Act, sections 17a-57 to 17a-61, inclusive. The Department of
282 Energy and Environmental Protection shall be available to each local
283 and regional board of education for the development of curriculum on
284 climate change as described in this subsection.

285 Sec. 8. (*Effective July 1, 2023*) (a) The board of the Technical Education
286 and Career System shall study the programs offered at technical
287 education and career schools to determine whether such programs align
288 with the technical careers available in the state. Such study shall include,
289 but need not be limited to, an evaluation of (1) the skills or certifications
290 required to fill the available jobs in the state, (2) any deficiencies in the
291 training or the availability of equipment at the technical education and
292 career schools to teach the skills required for such available jobs, and (3)
293 opportunities to partner with employers or labor organizations in the
294 state to provide relevant apprenticeships or internships to students.

295 (b) Not later than January 1, 2025, the board of the Technical
296 Education and Career System shall submit a report, in accordance with
297 the provisions of section 11-4a of the general statutes, to the joint
298 standing committee of the General Assembly having cognizance of
299 matters relating to education concerning the study conducted pursuant
300 to subsection (a) of this section. Such report shall include, but need not
301 be limited to, any legislative or policy recommendations for improving
302 the programs offered at technical education and career schools to align
303 with the skills required for available jobs.

304 Sec. 9. (*Effective July 1, 2023*) For the fiscal year ending June 30, 2024,
305 and each fiscal year thereafter, the Department of Education shall not
306 include any federal funds received by a local or regional board of
307 education pursuant to the Coronavirus Aid, Relief, and Economic
308 Security Act, P.L. 116-136, as amended from time to time, the
309 Coronavirus Response and Relief Supplemental Appropriations Act,
310 P.L. 116-260, as amended from time to time, and the American Rescue
311 Plan Act of 2021, P.L. 117-2, as amended from time to time, in the
312 calculation of such board's net current expenditures per pupil for
313 purposes of determining the amount of the grant paid by the State Board
314 of Education to such board under section 10-76g of the general statutes.

315 Sec. 10. Subsection (b) of section 10-76g of the general statutes, as
316 amended by section 8 of public act 23-1, is repealed and the following is
317 substituted in lieu thereof (*Effective July 1, 2023*):

318 (b) Any local or regional board of education which provides special
319 education pursuant to the provisions of sections 10-76a to 10-76g,
320 inclusive, as amended by public act 23-1 and this act, for any exceptional
321 child described in subparagraph (A) of subdivision (5) of section 10-76a,
322 under its jurisdiction, excluding (1) children placed by a state agency for
323 whom a board of education receives payment pursuant to the
324 provisions of subdivision (2) of subsection (e) of section 10-76d, as
325 amended by public act 23-1 and this act, and (2) children who require
326 special education, who reside on state-owned or leased property, and
327 who are not the educational responsibility of the unified school districts
328 established pursuant to sections 17a-37 and 18-99a, shall be financially
329 responsible for the reasonable costs of special education instruction, as
330 defined in the regulations of the State Board of Education, in an amount
331 equal to [(A) for any fiscal year commencing prior to July 1, 2005, five
332 times the average per pupil educational costs of such board of education
333 for the prior fiscal year, determined in accordance with the provisions
334 of subsection (a) of section 10-76f, and (B)] for the fiscal year
335 commencing July 1, [2005] 2023, and each fiscal year thereafter, four and
336 one-half times [such average per pupil educational costs] the net current
337 expenditures per pupil of such board of education. Except as otherwise

338 provided in subsection (d) of this section, the State Board of Education
339 shall, within available appropriations, pay on a current basis any costs
340 in excess of the local or regional board's basic contribution paid by such
341 board in accordance with the provisions of this subsection. Any
342 amounts paid by the State Board of Education on a current basis
343 pursuant to this subsection shall not be reimbursable in the subsequent
344 year. Application for such grant shall be made by filing with the
345 Department of Education, in such manner as prescribed by the
346 commissioner, annually on or before December first a statement of the
347 cost of providing special education pursuant to this subsection,
348 provided a board of education may submit, not later than March first,
349 claims for additional children or costs not included in the December
350 filing. Payment by the state for such excess costs shall be made to the
351 local or regional board of education as follows: Seventy-five per cent of
352 the cost in February and the balance in May. The amount due each town
353 pursuant to the provisions of this subsection shall be paid to the
354 treasurer of each town entitled to such aid, provided the treasurer shall
355 treat such grant, or a portion of the grant, which relates to special
356 education expenditures incurred in excess of such town's board of
357 education budgeted estimate of such expenditures, as a reduction in
358 expenditures by crediting such expenditure account, rather than town
359 revenue. Such expenditure account shall be so credited no later than
360 thirty days after receipt by the treasurer of necessary documentation
361 from the board of education indicating the amount of such special
362 education expenditures incurred in excess of such town's board of
363 education budgeted estimate of such expenditures.

364 Sec. 11. Section 10-76f of the general statutes is repealed and the
365 following is substituted in lieu thereof (*Effective July 1, 2023*):

366 For the purposes of sections 10-76a to 10-76g, inclusive, as amended
367 by this act:

368 [(a)] (1) "Per pupil cost" in a school district is the quotient of net
369 current [expenses, as defined in section 10-261, divided by]
370 expenditures and such school district's average daily membership. [, as

371 defined in section 10-261.]

372 [(b)] (2) "Special education instructional personnel" includes those
373 employees of a board of education who, for at least one-half of their
374 employment time, are assigned exclusively to the task of implementing
375 or supervising special education programs. "Pupil personnel staff"
376 includes those employees of a board of education who, for at least one-
377 third of their employment time, are assigned exclusively to the task of
378 identifying and implementing special education programs and services.

379 [(c)] (3) "Special education equipment and materials" means such
380 equipment and materials as are used primarily to implement special
381 education in accordance with regulations made pursuant to said
382 sections.

383 [(d)] (4) "Special education tuition" means the tuition, board, room
384 and other fees paid to another public or private school, agency or
385 institution by a board of education to meet the educational needs of
386 children requiring special education, provided such payments have
387 been pursuant to an agreement approved by the commissioner.

388 [(e)] (5) "Special education transportation costs" are the amounts paid
389 by a claimant town or regional board of education for transporting any
390 child to and from any clinic, physician's office, agency or institution to
391 which the board requests the child go for the purposes of determining
392 the need for special education and amounts paid for transporting such
393 child to and from any school, agency or institution for the purposes of
394 special education unless such transportation is on a bus which is
395 transporting, at the same time, children in the standard educational
396 program provided by the claimant board.

397 [(f)] (6) "Special education rent" means any expenditure for rental of
398 space or equipment to implement special education in accordance with
399 regulations made pursuant to said sections.

400 [(g)] (7) "Special education consultant services" means
401 noninstructional services rendered concerning children requiring

402 special education by professional persons other than employees of a
403 board of education for programs approved pursuant to said sections.

404 [(h)] (8) "Net cost of special education" means the result obtained by
405 subtracting from the expenditures made by a claimant board for special
406 education personnel, equipment, materials, tuition, transportation, rent
407 and consultant services, [(1)] (A) the total amount of any funds from
408 other state or federal grants, private grants or special education tuition
409 received by the board or town in such year and used to implement
410 special education programs approved pursuant to said sections, [(2)] (B)
411 the total amount of any funds from Medicaid payments expended by
412 the board in such year and used to implement special education
413 programs, and [(3)] (C) expenditures for special education provided to
414 children requiring special education who are described in subparagraph
415 (B) of subdivision (5) of section 10-76a.

416 (9) "Net current expenditures" has the same meaning as provided in
417 section 10-261.

418 (10) "Average daily membership" has the same meaning as provided
419 in section 10-261.

420 (11) "Net current expenditures per pupil" means the quotient of net
421 current expenditures of a school district and such school district's
422 average daily membership.

423 Sec. 12. Section 10-4w of the general statutes is repealed and the
424 following is substituted in lieu thereof (*Effective July 1, 2023*):

425 (a) As used in this section:

426 (1) "Remote learning" means instruction by means of one or more
427 Internet-based software platforms as part of a remote learning model;
428 and

429 (2) "Dual instruction" means the simultaneous instruction by a
430 teacher to students in-person in the classroom and students engaged in
431 remote learning.

432 (b) Not later than January 1, 2022, the Commissioner of Education
433 shall develop, and update as necessary, standards for remote learning.

434 (c) For the school years commencing July 1, 2022, and July 1, 2023, a
435 local or regional board of education may authorize remote learning to
436 students in grades nine to twelve, inclusive, provided such board (1)
437 provides such instruction in compliance with the standards developed
438 pursuant to subsection (b) of this section, (2) adopts a policy regarding
439 the requirements for student attendance during remote learning, which
440 shall (A) be in compliance with the Department of Education's guidance
441 on student attendance during remote learning, and (B) count the
442 attendance of any student who spends not less than one-half of the
443 school day during such instruction engaged in (i) virtual classes, (ii)
444 virtual meetings, (iii) activities on time-logged electronic systems, and
445 (iv) the completion and submission of assignments, and (3) prohibits the
446 provision of dual instruction as part of remote learning, except such
447 dual instruction may be provided in cases when such dual instruction is
448 (A) required in, or necessary to implement, the individualized
449 education program of a student who requires special education and
450 related services or a plan pursuant to Section 504 of the Rehabilitation
451 Act of 1973, as amended from time to time, or (B) provided as part of an
452 intradistrict or interdistrict cooperative learning program that provides
453 remote learning opportunities to students who are present in a
454 classroom on school grounds during the regular school day and in
455 which a certified educator is present in each such classroom providing
456 such dual instruction or supervising the students receiving such dual
457 instruction, provided such program is implemented in accordance with
458 an agreement between each local or regional board of education and the
459 representatives of each exclusive bargaining unit for certified employees
460 chosen pursuant to section 10-153b participating in such intradistrict or
461 interdistrict cooperative learning program.

462 (d) For the school year commencing July 1, 2024, and each school year
463 thereafter, a local or regional board of education may authorize remote
464 learning to students in grades kindergarten to twelve, inclusive,
465 provided such board (1) provides such instruction in compliance with

466 the standards developed pursuant to subsection (b) of this section, (2)
467 adopts a policy regarding the requirements for student attendance
468 during remote learning, which shall (A) be in compliance with the
469 Department of Education's guidance on student attendance during
470 remote learning, and (B) count the attendance of any student who
471 spends not less than one-half of the school day during such instruction
472 engaged in (i) virtual classes, (ii) virtual meetings, (iii) activities on time-
473 logged electronic systems, and (iv) the completion and submission of
474 assignments, and (3) prohibits the provision of dual instruction as part
475 of remote learning, except such dual instruction may be provided in
476 cases when such dual instruction is (A) required in, or necessary to
477 implement, the individualized education program of a student who
478 requires special education and related services or a plan pursuant to
479 Section 504 of the Rehabilitation Act of 1973, as amended from time to
480 time, or (B) provided as part of an intradistrict or interdistrict
481 cooperative learning program that provides remote learning
482 opportunities to students who are present in a classroom on school
483 grounds during the regular school day and in which a certified educator
484 is present in each such classroom providing such dual instruction or
485 supervising the students receiving such dual instruction, provided such
486 program is implemented in accordance with an agreement between
487 each local or regional board of education and the representatives of each
488 exclusive bargaining unit for certified employees chosen pursuant to
489 section 10-153b participating in such intradistrict or interdistrict
490 cooperative learning program.

491 Sec. 13. Section 3 of public act 21-95, as amended by section 3 of public
492 act 22-116, is repealed and the following is substituted in lieu thereof
493 (*Effective from passage*):

494 (a) There is established a task force to study issues relating to the
495 provision and funding of special education in the state during the school
496 years commencing July 1, 2016, to July 1, 2020, inclusive. Such study
497 shall focus on funding, eligibility and delivery of special education
498 services and include, but need not be limited to, an examination of (1)
499 the provision of special education and related services, including the

500 provision of services to students identified as gifted and talented, and
501 services or accommodations for a student as part of a plan pursuant to
502 Section 504 of the Rehabilitation Act of 1973, as amended from time to
503 time, and whether local and regional boards of education are providing
504 such services directly or partnering with regional educational service
505 centers, contracting with a private provider of special education
506 services, as defined in section 10-91g of the general statutes, or as part
507 of a cooperative arrangement pursuant to section 10-158a of the general
508 statutes, (2) the cost of providing special education and related services,
509 including gifted and talented services, the total aggregate amount per
510 school district per year and the annual percentage increase or decrease
511 per school district of such cost, (3) the effect that the cost of special
512 education and gifted and talented services has on a board of education's
513 minimum budget requirement, (4) the level of state reimbursement to
514 boards of education for special education and gifted and talented
515 services, including the total amount for reimbursement submitted by
516 each school district per year and the total amount received by such
517 school district per year, and the percentage increase or decrease per year
518 of the difference of the total amount submitted and the total amount
519 received for each school district, [and] (5) the criteria and manner by
520 which school districts are identifying students who require special
521 education and related services or as gifted and talented, including
522 whether school districts are overidentifying or underidentifying such
523 students and the causes and reasons for such overidentification and
524 underidentification, (6) the feasibility of authorizing independent
525 evaluators from the Department of Education or hired by the parents
526 and guardians of students receiving special education and related
527 services to observe the provision of such services in the classroom, (7)
528 delaying the age in which a classification category of special education
529 services shall be made for a child requiring special education and related
530 services, (8) special education student-to-teacher ratios prescribed by
531 case load policies, regulations and formulas in effect in other states, with
532 a focus on provisions regarding the numbers of special education
533 students and intensity of services required for such students, (9) the
534 prohibition of the use of seclusion under section 10-236b of the general

535 statutes and the implementation of alternative methods in lieu of
536 seclusion for certain student behavior, and (10) any other issues or topics
537 relating to special education that the task force deems necessary.

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

539 (1) Three appointed by the speaker of the House of Representatives,
540 one of whom is a representative of the Special Education Equity for Kids
541 of Connecticut, one of whom is a representative of the Connecticut
542 Association of Boards of Education and one of whom is the parent or
543 guardian of a student who is enrolled in a public school and receiving
544 special education services;

545 (2) Three appointed by the president pro tempore of the Senate, one
546 of whom is a representative of the Connecticut Association of Public
547 School Superintendents, one of whom is a representative of the
548 Connecticut Education Association and one of whom is the parent or
549 guardian of a student who is enrolled in a public school and receiving
550 special education services;

551 (3) Two appointed by the majority leader of the House of
552 Representatives, one of whom is a representative of the American
553 Federation of Teachers-Connecticut and one of whom is a representative
554 of the Connecticut Parent Advocacy Center;

555 (4) Two appointed by the majority leader of the Senate, one of whom
556 is a representative of the Connecticut Council of Administrators of
557 Special Education and one of whom is a representative of the RESC
558 Alliance;

559 (5) [Two] Three appointed by the minority leader of the House of
560 Representatives, one of whom is a representative of the Connecticut
561 Association of School Administrators, [and] one of whom is a
562 representative of the School and State Finance Project and one of whom
563 is a representative from an educator preparation program offered at a
564 public institution of higher education in the state;

565 (6) [Two] Three appointed by the minority leader of the Senate, one
566 of whom is a representative of the Connecticut Association of Schools,
567 [and] one of whom is a representative of the Connecticut Association of
568 School Business Officials and one of whom is a representative from an
569 educator preparation program offered at an independent institution of
570 higher education in the state; [and]

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

572 (8) The chairpersons and ranking members of the joint standing
573 committee of the General Assembly having cognizance of matters
574 relating to education, or their designees;

575 (9) The chairperson of the Advisory Council for Special Education,
576 established pursuant to section 10-76i of the general statutes; and

577 (10) A representative of the Connecticut Association of Private
578 Special Education Facilities, designated by the association.

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

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

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

590 (f) (1) Not later than January 1, 2024, the task force shall submit [a] an
591 interim report on its findings [and recommendations] to the joint
592 standing committee of the General Assembly having cognizance of
593 matters relating to education, in accordance with the provisions of
594 section 11-4a of the general statutes.

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

600 (3) The task force shall terminate on the date that it submits such
601 report or [January 1, 2024] July 1, 2025, whichever is later.

602 Sec. 14. Subsection (j) of section 10-66bb of the general statutes is
603 repealed and the following is substituted in lieu thereof (*Effective July 1,*
604 *2023*):

605 (j) (1) The governing council of a state or local charter school may
606 apply to the State Board of Education for a waiver of the requirements
607 of the enrollment lottery described in subdivision (8) of subsection (d)
608 of this section, provided such state or local charter school has as its
609 primary purpose the establishment of education programs designed to
610 serve one or more of the following populations: (A) Students with a
611 history of behavioral and social difficulties, (B) students identified as
612 requiring special education, (C) students who are [English language]
613 multilingual learners, or (D) students of a single gender.

614 (2) An enrollment lottery described in subdivision (8) of subsection
615 (d) of this section shall not be held for a local charter school that is
616 established at a school that is among the schools with a percentage equal
617 to or less than five per cent when all schools are ranked highest to lowest
618 in accountability index scores, as defined in section 10-223e.

619 (3) Except as otherwise provided in subdivision (1) of this subsection,
620 on and after July 1, 2023, no application for enrollment in a state or local
621 charter school shall inquire or request information about an applicant
622 student's need for or receipt of special education and related services,
623 and the criteria for administering an enrollment lottery for a state or
624 local charter school shall not include consideration of a student's need
625 for or status as requiring special education and related services.

626 Sec. 15. (NEW) (*Effective July 1, 2023*) On and after July 1, 2023, the
627 Department of Education shall make available on the department's
628 Internet web site summaries of the complaints filed with and corrective
629 actions required by the department regarding the provision of special
630 education and related services by a local or regional board of education
631 or other entity responsible for the provision of special education and
632 related services to a student. The department shall redact any personally
633 identifiable information of a student prior to making such decisions and
634 documents available.

635 Sec. 16. Subsection (i) of section 10-76d of the general statutes is
636 repealed and the following is substituted in lieu thereof (*Effective July 1,*
637 *2023*):

638 (i) (1) No local or regional board of education shall discipline,
639 suspend, terminate or otherwise punish any member of a planning and
640 placement team employed by such board who discusses or makes
641 recommendations concerning the provision of special education and
642 related services for a child during a planning and placement team
643 meeting for such child.

644 (2) No birth-to-three service coordinator or qualified personnel, as
645 those terms are defined in section 17a-248, who discusses or makes
646 recommendations concerning the provision of special education and
647 related services for a child during a planning and placement team
648 meeting for such child or in a transition plan, as required by section 17a-
649 248e, shall be subject to discipline, suspension, termination or other
650 punishment on the basis of such recommendations.

651 (3) No local or regional board of education shall discipline, suspend,
652 terminate or otherwise punish any school employee, as defined in
653 section 10-222d, who discusses or makes recommendations concerning
654 the provision of services or accommodations for a student as part of a
655 plan pursuant to Section 504 of the Rehabilitation Act of 1973, as
656 amended from time to time, during any meeting held to discuss such
657 plan for such student.

658 Sec. 17. (NEW) (*Effective July 1, 2023*) (a) The State Board of Education
659 shall draft a written bill of rights for parents or guardians of students
660 who are multilingual learners to guarantee that the rights of such
661 parents and students are adequately safeguarded and protected in the
662 provision of bilingual education under chapter 164 of the general
663 statutes. Such bill of rights shall include, but need not be limited to, the
664 following declarations:

665 (1) The right of a multilingual learner student to attend a public
666 school in the state regardless of such student's immigration status or the
667 immigration status of such student's parent or guardian;

668 (2) The right of a parent or guardian of a multilingual learner student
669 to enroll such student in a public school without being required to
670 submit immigration documentation, including, but not limited to, a
671 Social Security number, visa documentation or proof of citizenship;

672 (3) The right of a multilingual learner student to have translation
673 services provided (A) by an interpreter who is present in person or
674 available by telephone or through an online technology platform, or (B)
675 through an Internet web site or other electronic application approved
676 by the State Board of Education, during critical interactions with
677 teachers and administrators, including, but not limited to, parent-
678 teacher conferences, meetings with administrators of the school in
679 which such student is attending, and at properly noticed regular or
680 special meetings of the board of education or scheduled meetings with
681 a member or members of the board of education responsible for
682 educating such student, in accordance with section 18 of this act;

683 (4) The right of a multilingual learner student to participate in a
684 program of bilingual education offered by the local or regional board of
685 education when there are twenty or more eligible students classified as
686 dominant in a language, other than English, as such student, in
687 accordance with the provisions of section 10-17f of the general statutes;

688 (5) The right of a parent or guardian of a multilingual learner student
689 to receive written notice, in both English and the dominant language of

690 such parent or guardian, that such student is eligible to participate in a
691 program of bilingual education or English as a new language program
692 offered by the local or regional board of education;

693 (6) The right of a multilingual learner student and the parent or
694 guardian of such student to receive a high-quality orientation session,
695 in the dominant language of such student and parent or guardian, from
696 the local or regional board of education that provides information
697 relating to state standards, tests and expectations at the school for
698 multilingual learner students, as well as the goals and requirements for
699 programs of bilingual education and English as a new language, prior
700 to participation in such program of bilingual education or English as a
701 new language;

702 (7) The right of the parent or guardian of a multilingual learner
703 student to receive information about the progress of such student's
704 English language development and acquisition;

705 (8) The right of a multilingual learner student and the parent or
706 guardian of such student to meet with school personnel to discuss such
707 student's English language development and acquisition;

708 (9) The right of a multilingual learner student to be placed in a
709 program of bilingual education or English as a new language, if offered
710 by the local or regional board of education;

711 (10) The right of a multilingual learner student to have equal access
712 to all grade-level school programming;

713 (11) The right of a multilingual learner student to have equal access
714 to all core grade-level subject matter;

715 (12) The right of a multilingual learner student to receive annual
716 language proficiency testing;

717 (13) The right of a multilingual learner student to receive support
718 services aligned with any intervention plan that the school or school
719 district provides to all students;

720 (14) The right of a multilingual learner student to be continuously
721 and annually enrolled in a program of bilingual education or English as
722 a new language while such student remains an eligible student, as
723 defined in section 10-17e of the general statutes; and

724 (15) The right of a parent or guardian of a multilingual learner
725 student to contact the Department of Education with any questions or
726 concerns regarding such student's right to receive multilingual learner
727 services or accommodations available to such student or parent or
728 guardian, including information regarding any recourse for failure of
729 the board of education to provide or ensure such services or
730 accommodations.

731 (b) For the school year commencing July 1, 2024, and each school year
732 thereafter, each local and regional board of education providing a
733 program of bilingual education or English as a new language shall (1)
734 provide the parents and guardians of eligible students with a copy of
735 the multilingual learner bill of rights in the dominant language of such
736 parents and guardians, and (2) make such copies of the multilingual
737 learner bill of rights available on the Internet web site of such board.

738 (c) For purposes of this section, "multilingual learner" means "English
739 learner", as defined in 20 USC 7801, as amended from time to time.

740 Sec. 18. (NEW) (*Effective July 1, 2023*) Each local and regional board of
741 education shall, upon request of the parent or guardian of a multilingual
742 learner student or of the multilingual learner student, provide
743 translation services to such parent or guardian and student at a properly
744 noticed regular or special meeting of such board or a scheduled meeting
745 with a member or members of such board. Such request for translation
746 services shall be made at least one day in advance of such meeting of the
747 board or with a member or members of such board. As used in this
748 section, "multilingual learner" has the same meaning as provided in
749 section 17 of this act.

750 Sec. 19. Section 10-3c of the general statutes is repealed and the
751 following is substituted in lieu thereof (*Effective July 1, 2023*):

752 There shall be a director of reading initiatives within the Department
753 of Education. The director shall be responsible for (1) administering the
754 intensive reading instruction program to improve student literacy in
755 kindergarten to grade three, inclusive, and close the achievement gaps
756 that result from opportunity gaps, pursuant to section 10-14u, as
757 amended by this act, (2) assisting in the development and
758 administration of the program of professional development for teachers
759 and principals in scientifically based reading research and instruction,
760 pursuant to section 10-148b, (3) administering the coordinated state-
761 wide reading plan for students in kindergarten to grade three, inclusive,
762 pursuant to section 10-14v, (4) administering, within available
763 appropriations, the incentive program described in section 10-14w, (5)
764 providing assistance to local and regional boards of education in the
765 administration of the reading assessments described in section 10-14t,
766 and the implementation of school district reading plans, (6) providing
767 information and assistance to parents and guardians of students relating
768 to reading and literacy instruction, (7) addressing reading and literacy
769 issues related to students who are [English language] multilingual
770 learners, and (8) developing and administering any other state-wide
771 reading and literacy initiatives for students in kindergarten to grade
772 twelve, inclusive.

773 Sec. 20. Subsection (f) of section 10-14n of the general statutes is
774 repealed and the following is substituted in lieu thereof (*Effective July 1,*
775 *2023*):

776 (f) (1) For the school year commencing July 1, 2015, and each school
777 year thereafter, the scores on each component of the mastery
778 examination for students who are [English language] multilingual
779 learners, as defined in section 10-76kk, as amended by this act, and who
780 have been enrolled in a school in this state or another state for fewer
781 than twenty school months, shall not be used for purposes of calculating
782 the accountability index, as defined in section 10-223e, for a school or
783 school district.

784 (2) For the school year commencing July 1, 2015, and each school year

785 thereafter, mastery examinations pursuant to subsection (b) of this
786 section shall be offered in the most common native language of students
787 who are [English language] multilingual learners taking such mastery
788 examinations and any additional native languages of such students
789 when mastery examinations in such native languages are developed
790 and have been approved by the United States Department of Education.

791 Sec. 21. Subdivision (1) of subsection (a) of section 10-14u of the
792 general statutes is repealed and the following is substituted in lieu
793 thereof (*Effective July 1, 2023*):

794 (1) "Achievement gaps" means the existence of a significant disparity
795 in the academic performance of students among and between (A) racial
796 groups, (B) ethnic groups, (C) socioeconomic groups, (D) genders, and
797 (E) [English language] multilingual learners and students whose
798 primary language is English.

799 Sec. 22. Section 10-14x of the general statutes is repealed and the
800 following is substituted in lieu thereof (*Effective July 1, 2023*):

801 To the extent permitted by federal law or the terms of a federal waiver
802 of the Elementary and Secondary Education Act of 1965, 20 USC 6301,
803 et seq., as amended from time to time, as it relates to the grade eleven
804 mastery examination requirement pursuant to section 10-14n, as
805 amended by this act, not later than January 1, 2016, the State Board of
806 Education, in consultation with the Mastery Examination Committee,
807 established pursuant to section 1 of public act 15-238, shall enter into an
808 agreement with a provider of a nationally recognized college readiness
809 assessment for the provision and administration of such college
810 readiness assessment as part of such grade eleven mastery examination
811 requirement, provided such college readiness assessment offers
812 accommodations for students with disabilities and students who are
813 [English language] multilingual learners.

814 Sec. 23. Subsection (a) of section 10-16mm of the general statutes is
815 repealed and the following is substituted in lieu thereof (*Effective July 1,*
816 *2023*):

817 (a) There is established a task force to address the academic
818 achievement gaps in Connecticut by considering effective approaches to
819 closing the achievement gaps in elementary, middle and high schools.
820 The task force shall develop, in consultation with the Department of
821 Education, the Connecticut State University System, the Interagency
822 Council for Ending the Achievement Gap established pursuant to
823 section 10-16nn, and the joint standing committee of the General
824 Assembly having cognizance of matters relating to education, a master
825 plan to eliminate the academic achievement gaps by January 1, 2020.
826 Such master plan shall: (1) Identify the achievement gaps that exist
827 among and between (A) racial groups, (B) ethnic groups, (C)
828 socioeconomic groups, (D) genders, and (E) [English language]
829 multilingual learners and students whose primary language is English;
830 (2) focus efforts on closing the achievement gaps identified in
831 subdivision (1) of this subsection; (3) establish annual benchmarks for
832 implementation of the master plan and closing the achievement gaps;
833 and (4) make recommendations regarding the creation of a Secretary of
834 Education. The task force may amend such master plan at any time. For
835 purposes of this section, "achievement gaps" means the existence of a
836 significant disparity in the academic performance of students among
837 and between (A) racial groups, (B) ethnic groups, (C) socioeconomic
838 groups, (D) genders, and (E) [English language] multilingual learners
839 and students whose primary language is English.

840 Sec. 24. Section 10-17g of the general statutes is repealed and the
841 following is substituted in lieu thereof (*Effective July 1, 2023*):

842 For the fiscal year ending June 30, 2023, and each fiscal year
843 thereafter, the board of education for each local and regional school
844 district that is required to provide a program of bilingual education,
845 pursuant to section 10-17f, may make application to the State Board of
846 Education and shall annually receive, within available appropriations,
847 a grant in an amount equal to the product obtained by multiplying three
848 million eight hundred thirty-two thousand two hundred sixty by the
849 ratio which the number of eligible children in the school district bears to
850 the total number of such eligible children state-wide. The board of

851 education for each local and regional school district receiving funds
852 pursuant to this section shall annually, on or before September first,
853 submit to the State Board of Education a progress report which shall
854 include (1) measures of increased educational opportunities for eligible
855 students, including language support services and language transition
856 support services provided to such students, (2) program evaluation and
857 measures of the effectiveness of its bilingual education and English as a
858 second language programs, including data on students in bilingual
859 education programs and students educated exclusively in English as a
860 second language programs, and (3) certification by the board of
861 education submitting the report that any funds received pursuant to this
862 section have been used for the purposes specified. The State Board of
863 Education shall annually evaluate programs conducted pursuant to
864 section 10-17f. For purposes of this section, measures of the effectiveness
865 of bilingual education and English as a second language programs
866 include, but need not be limited to, mastery examination results, under
867 section 10-14n, as amended by this act, and graduation and school
868 dropout rates. Any amount appropriated under this section in excess of
869 three million eight hundred thirty-two thousand two hundred sixty
870 dollars shall be spent in accordance with the provisions of [sections]
871 section 10-17k, [10-17n and 10-66t.] Any unexpended funds, as of
872 November first, appropriated to the Department of Education for
873 purposes of providing a grant to a local or regional board of education
874 for the provision of a program of bilingual education, pursuant to
875 section 10-17f, shall be distributed on a pro rata basis to each local and
876 regional board of education receiving a grant under this section.
877 Notwithstanding the provisions of this section, for the fiscal years
878 ending June 30, 2009, to June 30, 2023, inclusive, the amount of grants
879 payable to local or regional boards of education for the provision of a
880 program of bilingual education under this section shall be reduced
881 proportionately if the total of such grants in such year exceeds the
882 amount appropriated for such grants for such year.

883 Sec. 25. Subsection (c) of section 10-66bb of the general statutes is
884 repealed and the following is substituted in lieu thereof (*Effective July 1,*

885 2023):

886 (c) On and after July 1, 2015, the State Board of Education shall
887 review, annually, all applications and grant initial certificates of
888 approval for charters, in accordance with subsections (e) and (f) of this
889 section, for a local or state charter school located in a town that has one
890 or more schools that have been designated as a commissioner's network
891 school, pursuant to section 10-223h, at the time of such application, or a
892 town that has been designated as a low achieving school district,
893 pursuant to section 10-223e, at the time of such application. (1) Except
894 as provided for in subdivision (2) of this subsection, no state charter
895 school shall enroll (A) (i) more than two hundred fifty students, or (ii)
896 in the case of a kindergarten to grade eight, inclusive, school, more than
897 three hundred students, or (B) twenty-five per cent of the enrollment of
898 the school district in which the state charter school is to be located,
899 whichever is less. (2) In the case of a state charter school found by the
900 State Board of Education to have a demonstrated record of achievement,
901 said board shall, upon application by such school to said board, waive
902 the provisions of subdivision (1) of this subsection for such school. (3)
903 The State Board of Education shall give preference to applicants for
904 charter schools (A) whose primary purpose is the establishment of
905 education programs designed to serve one or more of the following
906 student populations: (i) Students with a history of low academic
907 performance, (ii) students who receive free or reduced priced lunches
908 pursuant to federal law and regulations, (iii) students with a history of
909 behavioral and social difficulties, (iv) students identified as requiring
910 special education, (v) students who are [English language] multilingual
911 learners, or (vi) students of a single gender; (B) whose primary purpose
912 is to improve the academic performance of an existing school that has
913 consistently demonstrated substandard academic performance, as
914 determined by the Commissioner of Education; (C) that will serve
915 students who reside in a priority school district pursuant to section 10-
916 266p; (D) that will serve students who reside in a district in which
917 seventy-five per cent or more of the enrolled students are members of
918 racial or ethnic minorities; (E) that demonstrate highly credible and

919 specific strategies to attract, enroll and retain students from among the
920 populations described in subparagraph (A)(i) to (A)(vi), inclusive, of
921 this subdivision; or (F) that, in the case of an applicant for a state charter
922 school, such state charter school will be located at a work-site or such
923 applicant is an institution of higher education. In determining whether
924 to grant an initial certificate of approval for a charter, the State Board of
925 Education shall consider (i) the effect of the proposed charter school on
926 (I) the reduction of racial, ethnic and economic isolation in the region in
927 which it is to be located, (II) the regional distribution of charter schools
928 in the state, (III) the potential of over-concentration of charter schools
929 within a school district or in contiguous school districts, and (IV) the
930 state's efforts to close achievement gaps, as defined in section 10-1600,
931 and (ii) the comments made at a public hearing conducted pursuant to
932 subdivision (2) of subsection (e) of this section or subparagraph (B)(ii)
933 of subdivision (1) of subsection (f) of this section.

934 Sec. 26. Subdivision (2) of subsection (f) of section 10-66bb of the
935 general statutes is repealed and the following is substituted in lieu
936 thereof (*Effective July 1, 2023*):

937 (2) On and after July 1, 2012, and before July 1, 2015, the State Board
938 of Education shall not approve more than four applications for the
939 establishment of new state charter schools unless two of the four such
940 applications are for the establishment of two new state charter schools
941 whose mission, purpose and specialized focus is to provide dual
942 language programs or other models focusing on language acquisition
943 for [English language] multilanguage learners. Approval of applications
944 under this subdivision shall be in accordance with the provisions of this
945 section.

946 Sec. 27. Subsection (g) of section 10-66bb of the general statutes is
947 repealed and the following is substituted in lieu thereof (*Effective July 1,*
948 *2023*):

949 (g) Charters may be renewed, upon application, in accordance with
950 the provisions of this section for the granting of such charters. Upon

951 application for such renewal, the State Board of Education may
952 commission an independent appraisal of the performance of the charter
953 school that includes, but is not limited to, an evaluation of the school's
954 compliance with the provisions of this section and, on and after July 1,
955 2015, progress in meeting the academic and organizational performance
956 goals set forth in the charter granted to the charter school. The State
957 Board of Education shall consider the results of any such appraisal in
958 determining whether to renew such charter. The State Board of
959 Education may deny an application for the renewal of a charter if (1)
960 student progress has not been sufficiently demonstrated, as determined
961 by the commissioner, (2) the governing council has not been sufficiently
962 responsible for the operation of the school or has misused or spent
963 public funds in a manner that is detrimental to the educational interests
964 of the students attending the charter school, (3) the school has not been
965 in compliance with the terms of the charter, applicable laws and
966 regulations, (4) the efforts of the school have been insufficient to
967 effectively attract, enroll and retain students from among the following
968 populations: (A) Students with a history of low academic performance,
969 (B) students who receive free or reduced priced lunches pursuant to
970 federal law and regulations, (C) students with a history of behavioral
971 and social difficulties, (D) students identified as requiring special
972 education, or (E) students who are [English language] multilingual
973 learners, or (5) the governing council of the state or local charter school
974 has not provided evidence that such council has initiated substantive
975 communication with the local or regional board of education of the town
976 in which the state or local charter school is located to share student
977 learning practices and experiences. If the State Board of Education does
978 not renew a charter, it shall notify the governing council of the charter
979 school of the reasons for such nonrenewal. On and after July 1, 2015, any
980 charter renewed by the State Board of Education shall include academic
981 and organizational performance goals, developed by the state board,
982 that set forth the performance indicators, measures and metrics that will
983 be used by the state board to evaluate the charter school.

984 Sec. 28. Subparagraph (A) of subdivision (1) of subsection (d) of

985 section 10-66ee of the general statutes is repealed and the following is
986 substituted in lieu thereof (*Effective July 1, 2023*):

987 (A) "Total charter need students" means the sum of (i) the number of
988 students enrolled in state charter schools under the control of the
989 governing authority for such state charter schools for the school year,
990 and (ii) for the school year commencing July 1, 2021, and each school
991 year thereafter, (I) thirty per cent of the number of children enrolled in
992 such state charter schools eligible for free or reduced price meals or free
993 milk, (II) fifteen per cent of the number of such children eligible for free
994 or reduced price meals or free milk in excess of the number of such
995 children eligible for free or reduced price meals or free milk that is equal
996 to sixty per cent of the total number of children enrolled in such state
997 charter schools, and (III) twenty-five per cent of the number of students
998 enrolled in such state charter schools who are [English language]
999 multilingual learners, as defined in section 10-76kk, as amended by this
1000 act.

1001 Sec. 29. Subsection (b) of section 10-66nn of the general statutes is
1002 repealed and the following is substituted in lieu thereof (*Effective July 1,*
1003 *2023*):

1004 (b) In order to be eligible for a grant under this section, an applicant
1005 for a grant shall submit an application to the Commissioner of
1006 Education, pursuant to section 10-66bb, as amended by this act, for the
1007 establishment of a local charter school to be established on or after July
1008 1, 2012, and such application shall satisfy one of the following
1009 conditions: (1) Such applicant has high quality, feasible strategies or a
1010 record of success in serving students from among the following
1011 populations: (A) Students with histories of low academic performance,
1012 (B) students who receive free or reduced price school lunches, (C)
1013 students with histories of behavioral and social difficulties, (D) students
1014 eligible for special education services, (E) students who are [English
1015 language] multilingual learners, or (F) students of a single gender; or (2)
1016 such applicant has a high quality, feasible plan for turning around
1017 existing schools that have demonstrated consistently substandard

1018 student performance, or a record of success in turning around such
1019 schools. The department shall determine whether such applicant
1020 satisfies the provisions of subdivision (1) or (2) of this subsection.

1021 Sec. 30. Section 10-76kk of the general statutes is repealed and the
1022 following is substituted in lieu thereof (*Effective July 1, 2023*):

1023 (a) Any local or regional board of education identified by the
1024 Department of Education that disproportionately and inappropriately
1025 identifies (1) minority students, or (2) [English language] multilingual
1026 learners as requiring special education services because such students
1027 have a reading deficiency in contravention of the provisions of
1028 subparagraph (A) of subdivision (4) of subsection (a) of section 10-76ff
1029 shall annually submit a report to the department on the plan adopted
1030 by such board that reduces the misidentification of such minority
1031 students or [English language] multilingual learners by improving
1032 reading assessments and interventions for students in kindergarten to
1033 grade three, inclusive.

1034 (b) The Department of Education shall study the plans and strategies
1035 used by a local or regional board of education that demonstrate
1036 improvement in the reduction of the misidentification of minority
1037 students or [English language] multilingual learners requiring special
1038 education under this section. Such study shall examine the association
1039 between improvements in teacher training in the science of reading and
1040 the reduction in misidentification of students requiring special
1041 education services.

1042 (c) For purposes of this section, "minority students" means those
1043 whose race is defined as other than white, or whose ethnicity is defined
1044 as Hispanic or Latino by the federal Office of Management and Budget
1045 for use by the Bureau of Census of the United States Department of
1046 Commerce; and ["English language learners" means those students
1047 reported as English language learners by the local or regional board of
1048 education for such students to the Department of Education]
1049 "multilingual learners" has the same meaning as provided in section 17

1050 of this act.

1051 Sec. 31. Subsection (b) of section 10-233n of the general statutes is
1052 repealed and the following is substituted in lieu thereof (*Effective July 1,*
1053 *2023*):

1054 (b) The Department of Education shall annually examine data
1055 relating to in-school suspensions, out-of-school suspensions, expulsions
1056 and school-based arrests that has been submitted as part of the strategic
1057 school profile report pursuant to section 10-220, and shall disaggregate
1058 such data by school, race, ethnicity, gender, age, students with
1059 disabilities, [English language] multilingual learners, as defined in
1060 section 10-76kk, as amended by this act, students who are eligible for
1061 free or reduced priced lunch pursuant to federal law and regulations,
1062 and type of offense for which the school-based arrests were made and
1063 the number of arrests made annually at each school within the school
1064 district. The department shall annually submit a report to the State
1065 Board of Education regarding the examination and disaggregation of
1066 such data and make the report available on the department's Internet
1067 web site.

1068 Sec. 32. Subdivision (25) of section 10-262f of the general statutes is
1069 repealed and the following is substituted in lieu thereof (*Effective July 1,*
1070 *2023*):

1071 (25) "Total need students" means the sum of (A) the number of
1072 resident students of the town for the school year, (B) for the school year
1073 commencing July 1, 2021, and each school year thereafter, (i) thirty per
1074 cent of the number of children eligible for free or reduced price meals or
1075 free milk, (ii) fifteen per cent of the number of children eligible for free
1076 or reduced price meals or free milk in excess of the number of children
1077 eligible for free or reduced price meals or free milk that is equal to sixty
1078 per cent of the total number of resident students of the town for the
1079 school year, and (iii) twenty-five per cent of the number of resident
1080 students who are [English language] multilingual learners, as defined
1081 in section 10-76kk, as amended by this act.

1082 Sec. 33. Subsection (d) of section 10-262u of the general statutes is
1083 repealed and the following is substituted in lieu thereof (*Effective July 1,*
1084 *2023*):

1085 (d) The local or regional board of education for a town designated as
1086 an alliance district may apply to the Commissioner of Education, at such
1087 time and in such manner as the commissioner prescribes, to receive any
1088 increase in funds received over the amount the town received for the
1089 prior fiscal year pursuant to subsection (a) of section 10-262i.
1090 Applications pursuant to this subsection shall include objectives and
1091 performance targets and a plan that are developed, in part, on the
1092 strategic use of student academic performance data. Such plan may
1093 include, but not be limited to, the following: (1) A tiered system of
1094 interventions for the schools under the jurisdiction of such board based
1095 on the needs of such schools, (2) ways to strengthen the foundational
1096 programs in reading, through the intensive reading instruction program
1097 pursuant to section 10-14u, as amended by this act, to ensure reading
1098 mastery in kindergarten to grade three, inclusive, with a focus on
1099 standards and instruction, proper use of data, intervention strategies,
1100 current information for teachers, parental engagement, and teacher
1101 professional development, (3) additional learning time, including
1102 extended school day or school year programming administered by
1103 school personnel or external partners, (4) a talent strategy that includes,
1104 but is not limited to, teacher and school leader recruitment and
1105 assignment, career ladder policies that draw upon guidelines for a
1106 model teacher evaluation program adopted by the State Board of
1107 Education, pursuant to section 10-151b, and adopted by each local or
1108 regional board of education. Such talent strategy may include
1109 provisions that demonstrate increased ability to attract, retain, promote
1110 and bolster the performance of staff in accordance with performance
1111 evaluation findings and, in the case of new personnel, other indicators
1112 of effectiveness, (5) training for school leaders and other staff on new
1113 teacher evaluation models, (6) provisions for the cooperation and
1114 coordination with early childhood education providers to ensure
1115 alignment with district expectations for student entry into kindergarten,

1116 including funding for an existing local Head Start program, (7)
1117 provisions for the cooperation and coordination with other
1118 governmental and community programs to ensure that students receive
1119 adequate support and wraparound services, including community
1120 school models, (8) provisions for implementing and furthering state-
1121 wide education standards adopted by the State Board of Education and
1122 all activities and initiatives associated with such standards, (9) strategies
1123 for attracting and recruiting minority teachers and administrators, (10)
1124 provisions for the enhancement of bilingual education programs,
1125 pursuant to section 10-17f, or other language acquisition services to
1126 [English language] multilingual learners, [including, but not limited to,
1127 participation in the English language learner pilot program, established
1128 pursuant to section 10-17n,] (11) entering into the model school district
1129 responsibilities agreement, described in section 10-223l, (12) leadership
1130 succession plans that provide training and learning opportunities for
1131 administrators and are designed to assist in the seamless transition of
1132 school and district personnel in and out of leadership positions in the
1133 school district and the continuous implementation of plans developed
1134 under this subsection, (13) implementing the policy adopted pursuant
1135 to section 10-223m to improve completion rates of the Free Application
1136 for Federal Student Aid by students enrolled in grade twelve in a high
1137 school under the jurisdiction of such board or students enrolled in an
1138 adult education program maintained by such board pursuant to section
1139 10-69, and, as applicable, the parent and guardians of such students, and
1140 (14) any additional categories or goals as determined by the
1141 commissioner. Such plan shall demonstrate collaboration with key
1142 stakeholders, as identified by the commissioner, with the goal of
1143 achieving efficiencies and the alignment of intent and practice of current
1144 programs with conditional programs identified in this subsection. The
1145 commissioner may (A) require changes in any plan submitted by a local
1146 or regional board of education before the commissioner approves an
1147 application under this subsection, and (B) permit a local or regional
1148 board of education, as part of such plan, to use a portion of any funds
1149 received under this section for the purposes of paying tuition charged
1150 to such board pursuant to subdivision (1) of subsection (k) of section 10-

1151 264l or subsection (b) of section 10-264o.

1152 Sec. 34. Section 10-264r of the general statutes is repealed and the
1153 following is substituted in lieu thereof (*Effective July 1, 2023*):

1154 Not later than July 1, 2017, the Commissioner of Education shall
1155 develop reduced-isolation setting standards for interdistrict magnet
1156 school programs that shall serve as the enrollment requirements for
1157 purposes of section 10-264l. Such standards shall (1) define the term
1158 "reduced-isolation student" for purposes of the standards, (2) establish
1159 a requirement for the minimum percentage of reduced-isolation
1160 students that can be enrolled in an interdistrict magnet school program,
1161 provided such minimum percentage is not less than twenty per cent of
1162 the total school enrollment, (3) allow an interdistrict magnet school
1163 program to have a total school enrollment of reduced-isolation students
1164 that is not more than one per cent below the minimum percentage
1165 established by the commissioner, provided the commissioner approves
1166 a plan that is designed to bring the number of reduced-isolation
1167 students of such interdistrict magnet school program into compliance
1168 with the minimum percentage, and (4) for the school year commencing
1169 July 1, 2018, authorize the commissioner to establish on or before May
1170 1, 2018, an alternative reduced-isolation student enrollment percentage
1171 for an interdistrict magnet school program located in the Sheff region,
1172 as defined in subsection (k) of section 10-264l, provided the
1173 commissioner (A) determines that such alternative (i) increases
1174 opportunities for students who are residents of Hartford to access an
1175 educational setting with reduced racial isolation or other categories of
1176 diversity, including, but not limited to, geography, socioeconomic
1177 status, special education, [English language] multilingual learners and
1178 academic achievement, (ii) complies with the decision of Sheff v.
1179 O'Neill, 238 Conn. 1 (1996), or any related stipulation or order in effect,
1180 and (B) approves a plan for such interdistrict magnet school program
1181 that is designed to bring the number of reduced-isolation students of
1182 such interdistrict magnet school program into compliance with such
1183 alternative or the minimum percentage described in subdivision (2) of
1184 this section. Not later than May 1, 2018, the commissioner shall submit

1185 a report on each alternative reduced-isolation student enrollment
 1186 percentage established, pursuant to subdivision (4) of this section, for
 1187 an interdistrict magnet school program located in the Sheff region to the
 1188 joint standing committee of the General Assembly having cognizance of
 1189 matters relating to education, in accordance with the provisions of
 1190 section 11-4a. The reduced-isolation setting standards for interdistrict
 1191 magnet school programs shall not be deemed to be regulations, as
 1192 defined in section 4-166.

1193 Sec. 35. Subsection (a) of section 10a-19j of the general statutes is
 1194 repealed and the following is substituted in lieu thereof (*Effective July 1,*
 1195 *2023*):

1196 (a) There is established [an English language] a multilingual learner
 1197 educator incentive program to be administered by the Office of Higher
 1198 Education.

1199 Sec. 36. Sections 10-17n and 10-66t of the general statutes are
 1200 repealed. (*Effective from passage*)"

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2023</i>	10-16q(b)(1)
Sec. 2	<i>July 1, 2023</i>	17b-749(a)
Sec. 3	<i>July 1, 2023</i>	New section
Sec. 4	<i>July 1, 2023</i>	10-502
Sec. 5	<i>July 1, 2023</i>	New section
Sec. 6	<i>from passage</i>	New section
Sec. 7	<i>July 1, 2025</i>	10-16b
Sec. 8	<i>July 1, 2023</i>	New section
Sec. 9	<i>July 1, 2023</i>	New section
Sec. 10	<i>July 1, 2023</i>	10-76g(b)
Sec. 11	<i>July 1, 2023</i>	10-76f
Sec. 12	<i>July 1, 2023</i>	10-4w
Sec. 13	<i>from passage</i>	PA 21-95, Sec. 3
Sec. 14	<i>July 1, 2023</i>	10-66bb(j)
Sec. 15	<i>July 1, 2023</i>	New section
Sec. 16	<i>July 1, 2023</i>	10-76d(i)

Sec. 17	<i>July 1, 2023</i>	New section
Sec. 18	<i>July 1, 2023</i>	New section
Sec. 19	<i>July 1, 2023</i>	10-3c
Sec. 20	<i>July 1, 2023</i>	10-14n(f)
Sec. 21	<i>July 1, 2023</i>	10-14u(a)(1)
Sec. 22	<i>July 1, 2023</i>	10-14x
Sec. 23	<i>July 1, 2023</i>	10-16mm(a)
Sec. 24	<i>July 1, 2023</i>	10-17g
Sec. 25	<i>July 1, 2023</i>	10-66bb(c)
Sec. 26	<i>July 1, 2023</i>	10-66bb(f)(2)
Sec. 27	<i>July 1, 2023</i>	10-66bb(g)
Sec. 28	<i>July 1, 2023</i>	10-66ee(d)(1)(A)
Sec. 29	<i>July 1, 2023</i>	10-66nn(b)
Sec. 30	<i>July 1, 2023</i>	10-76kk
Sec. 31	<i>July 1, 2023</i>	10-233n(b)
Sec. 32	<i>July 1, 2023</i>	10-262f(25)
Sec. 33	<i>July 1, 2023</i>	10-262u(d)
Sec. 34	<i>July 1, 2023</i>	10-264r
Sec. 35	<i>July 1, 2023</i>	10a-19j(a)
Sec. 36	<i>from passage</i>	Repealer section