



# House of Representatives

General Assembly

**File No. 592**

February Session, 2024

Substitute House Bill No. 5437

*House of Representatives, April 22, 2024*

The Committee on Appropriations reported through REP. WALKER of the 93rd Dist., Chairperson of the Committee on the part of the House, that the substitute bill ought to pass.

## ***AN ACT CONCERNING EDUCATION MANDATE RELIEF.***

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

1 Section 1. (NEW) (*Effective July 1, 2024*) (a) There is established the  
2 Educator Professional Development Mandate Review Advisory  
3 Council. The council shall advise and provide annual reports to the joint  
4 standing committee of the General Assembly having cognizance of  
5 matters relating to education on the cost and implementation of existing  
6 mandates concerning educator professional development and in-service  
7 training, as well as the impact of any proposals relating to additions or  
8 revisions to such professional development and in-service training.

9 (b) The council shall consist of the following members:

10 (1) One appointed by the speaker of the House of Representatives,  
11 who shall be a representative of the Connecticut Association of Boards  
12 of Education;

13 (2) One appointed by the president pro tempore of the Senate, who

14 shall be a representative of the Connecticut Association of Public School  
15 Superintendents;

16 (3) One appointed by the majority leader of the House of  
17 Representatives, who shall be a representative of the Connecticut  
18 Association of Schools;

19 (4) One appointed by the majority leader of the Senate, who shall be  
20 a representative of the Connecticut Association of School Business  
21 Officials;

22 (5) One appointed by the minority leader of the House of  
23 Representatives, who shall be a member of a local or regional board of  
24 education;

25 (6) One appointed by the minority leader of the Senate, who shall be  
26 a representative of the Connecticut Federation of School  
27 Administrators;

28 (7) One appointed by the House chairperson of the joint standing  
29 committee of the General Assembly having cognizance of matters  
30 relating to education, who shall be a paraeducator in a public school in  
31 this state;

32 (8) One appointed by the Senate chairperson of the joint standing  
33 committee of the General Assembly having cognizance of matters  
34 relating to education, who shall be a teacher in a public school in this  
35 state;

36 (9) One appointed by the House ranking member of the joint standing  
37 committee of the General Assembly having cognizance of matters  
38 relating to education, who shall be a paraeducator in a public school in  
39 this state; and

40 (10) One appointed by the Senate ranking member of the joint  
41 standing committee of the General Assembly having cognizance of  
42 matters relating to education, who shall be a teacher in a public school  
43 in this state.

44 (c) All initial appointments to the council shall be made not later than  
45 August 1, 2024. The initial terms for the members appointed shall  
46 terminate on January 31, 2029. Terms following the initial terms shall be  
47 for five years. Any member of the council may serve more than one  
48 term. Any vacancy shall be filled by the appointing authority.

49 (d) The speaker of the House of Representatives and the president  
50 pro tempore of the Senate shall select the chairpersons of the council  
51 from among the members of the council. Such chairpersons shall  
52 schedule the first meeting of the council, which shall be held not later  
53 than October 1, 2024.

54 (e) The administrative staff of the joint standing committee of the  
55 General Assembly having cognizance of matters relating to education  
56 shall serve as administrative staff of the council.

57 (f) Not later than January 1, 2025, and annually thereafter, the council  
58 shall develop and submit an annual report on its review of the  
59 implementation and cost of existing requirements relating to  
60 professional development, as described in sections 10-148a, 10-148b and  
61 10-148d of the general statutes, and in-service training, as described in  
62 section 10-220a of the general statutes, as amended by this act, on  
63 educators and local and regional boards of education. Such annual  
64 report shall include, but need not be limited to, (1) a review of all  
65 existing professional development and in-service training mandates  
66 required by state and federal law, (2) the costs incurred by local and  
67 regional boards of education resulting from the provision of such  
68 professional development and in-service training, (3) how such  
69 professional development and in-service training is being provided and  
70 implemented by local and regional boards of education, including who  
71 is receiving and completing such professional development and in-  
72 service training, and (4) the manner in which and how often such  
73 professional development and in-service training is offered and  
74 provided. The council shall submit such report, and any  
75 recommendations for legislation, to the joint standing committee of the  
76 General Assembly having cognizance of matters relating to education

77 and the Commissioner of Education, in accordance with the provisions  
78 of section 11-4a of the general statutes.

79 Sec. 2. Subsection (a) of section 10-220a of the 2024 supplement to the  
80 general statutes is repealed and the following is substituted in lieu  
81 thereof (*Effective July 1, 2024*):

82 (a) Each local or regional board of education shall provide an in-  
83 service training program for its teachers, administrators and pupil  
84 personnel who hold the initial educator, provisional educator or  
85 professional educator certificate. Such program shall provide such  
86 teachers, administrators and pupil personnel with information on (1)  
87 the nature and the relationship of alcohol and drugs, as defined in  
88 section 21a-240, to health and personality development, and procedures  
89 for discouraging their abuse, (2) health and mental health risk reduction  
90 education that includes, but need not be limited to, the prevention of  
91 risk-taking behavior by children and the relationship of such behavior  
92 to substance abuse, pregnancy, sexually transmitted diseases, including  
93 HIV-infection and AIDS, as defined in section 19a-581, violence, teen  
94 dating violence, domestic violence and child abuse, (3) school violence  
95 prevention, conflict resolution [,] and the prevention of and response to  
96 youth suicide, [and the identification and prevention of and response to  
97 bullying, as defined in subsection (a) of section 10-222d, except that (A)  
98 those boards of education that implement any evidence-based model  
99 approach that is approved by the Department of Education and is  
100 consistent with subsection (c) of section 10-145a, sections 10-222d, 10-  
101 222g and 10-222h, subsection (g) of section 10-233c and sections 1 and 3  
102 of public act 08-160, shall not be required to provide in-service training  
103 on the identification and prevention of and response to bullying, and  
104 (B)] provided such school violence prevention training shall be in a  
105 manner prescribed in a school security and safety plan, in accordance  
106 with the provisions of section 10-222n, (4) cardiopulmonary  
107 resuscitation and other emergency life saving procedures, (5) the  
108 requirements and obligations of a mandated reporter, (6) the detection  
109 and recognition of, and evidence-based structured literacy interventions  
110 for, students with dyslexia, as defined in section 10-3d, [(7) culturally

111 responsive pedagogy and practice, including, but not limited to, the  
112 video training module relating to implicit bias and anti-bias in the hiring  
113 process in accordance with the provisions of section 10-156hh, (8) the  
114 principles and practices of social-emotional learning and restorative  
115 practices, (9)] (7) the laws governing the implementation of planning  
116 and placement team meetings and concerning plans pursuant to Section  
117 504 of the Rehabilitation Act of 1973, as amended from time to time,  
118 [(10)] (8) an annual update of the new state and federal policies  
119 concerning special education, recommendations and best practices, and  
120 [(11)] (9) emergency response to students who experience a seizure in a  
121 school, including, but not limited to, the recognition of the signs and  
122 symptoms of seizures, the appropriate steps for seizure first aid,  
123 information about seizure action plans for students and, for those  
124 authorized to administer medication under section 10-212a, the  
125 administration of seizure rescue medication or prescribed electrical  
126 stimulation using a Vagus Nerve Stimulator magnet. The manner and  
127 frequency of the provision of the information described in subdivisions  
128 (1) to (9), inclusive, of this subsection shall be determined by the  
129 professional development and evaluation committee, established  
130 pursuant to subsection (b) of this section, provided such information is  
131 provided at least once every five years. Each local or regional board of  
132 education shall allow any school paraeducator or noncertified employee  
133 to participate, on a voluntary basis, in any in-service training program  
134 provided pursuant to this section.

135 Sec. 3. Subsection (a) of section 10-220a of the 2024 supplement to the  
136 general statutes, as amended by section 60 of public act 23-167, is  
137 repealed and the following is substituted in lieu thereof (*Effective July 1,*  
138 *2025*):

139 (a) Each local or regional board of education shall provide an in-  
140 service training program for its teachers, administrators and pupil  
141 personnel who hold the initial educator, provisional educator or  
142 professional educator certificate. Such program shall provide such  
143 teachers, administrators and pupil personnel with information on (1)  
144 the nature and the relationship of alcohol and drugs, as defined in

145 subdivision (17) of section 21a-240, to health and personality  
146 development, and procedures for discouraging their abuse, (2) health  
147 and mental health risk reduction education that includes, but need not  
148 be limited to, the prevention of risk-taking behavior by children and the  
149 relationship of such behavior to substance abuse, pregnancy, sexually  
150 transmitted diseases, including HIV-infection and AIDS, as defined in  
151 section 19a-581, violence, teen dating violence, domestic violence and  
152 child abuse, (3) school violence prevention, conflict resolution [.] and the  
153 prevention of and response to youth suicide, [and the identification and  
154 prevention of and response to bullying, as defined in section 10-222aa,  
155 except that those boards of education that implement any evidence-  
156 based model approach that is approved by the Department of Education  
157 and is consistent with subsection (c) of section 10-145a, subsection (g) of  
158 section 10-233c and sections 1 and 3 of public act 08-160, shall not be  
159 required to provide in-service training on the identification and  
160 prevention of and response to bullying,] (4) cardiopulmonary  
161 resuscitation and other emergency life saving procedures, (5) the  
162 requirements and obligations of a mandated reporter, and (6) the  
163 detection and recognition of, and evidence-based structured literacy  
164 interventions for, students with dyslexia, as defined in section 10-3d. [,  
165 (7) culturally responsive pedagogy and practice, including, but not  
166 limited to, the video training module relating to implicit bias and anti-  
167 bias in the hiring process in accordance with the provisions of section  
168 10-156hh, and (8) the principles and practices of social-emotional  
169 learning and restorative practices.] The manner and frequency of the  
170 provision of the information described in subdivisions (1) to (6),  
171 inclusive, of this subsection shall be determined by the professional  
172 development and evaluation committee, established pursuant to  
173 subsection (b) of this section, provided such information is provided at  
174 least once every five years. Each local or regional board of education  
175 may allow any [paraprofessional] paraeducator or noncertified  
176 employee to participate, on a voluntary basis, in any in-service training  
177 program provided pursuant to this section.

178 Sec. 4. Subsection (b) of section 10-222d of the general statutes is  
179 repealed and the following is substituted in lieu thereof (*Effective July 1,*

180 2024):

181 (b) Each local and regional board of education shall develop and  
182 implement a safe school climate plan to address the existence of bullying  
183 and teen dating violence in its schools. Such plan shall: (1) Enable  
184 students to anonymously report acts of bullying to school employees  
185 and require students and the parents or guardians of students to be  
186 notified at the beginning of each school year of the process by which  
187 students may make such reports, (2) enable the parents or guardians of  
188 students to file written reports of suspected bullying, (3) require school  
189 employees who witness acts of bullying or receive reports of bullying to  
190 orally notify the safe school climate specialist, described in section 10-  
191 222k, or another school administrator if the safe school climate specialist  
192 is unavailable, not later than one school day after such school employee  
193 witnesses or receives a report of bullying, and to file a written report not  
194 later than two school days after making such oral report, (4) require the  
195 safe school climate specialist to investigate or supervise the  
196 investigation of all reports of bullying and ensure that such  
197 investigation is completed promptly after receipt of any written reports  
198 made under this section and that the parents or guardians of the student  
199 alleged to have committed an act or acts of bullying and the parents or  
200 guardians of the student against whom such alleged act or acts were  
201 directed receive prompt notice that such investigation has commenced,  
202 (5) require the safe school climate specialist to review any anonymous  
203 reports, except that no disciplinary action shall be taken solely on the  
204 basis of an anonymous report, (6) include a prevention and intervention  
205 strategy, as defined by section 10-222g, for school employees to deal  
206 with bullying and teen dating violence, (7) provide for the inclusion of  
207 language in student codes of conduct concerning bullying, (8) require  
208 each school to notify the parents or guardians of students who commit  
209 any verified acts of bullying and the parents or guardians of students  
210 against whom such acts were directed not later than forty-eight hours  
211 after the completion of the investigation described in subdivision (4) of  
212 this subsection (A) of the results of such investigation, and (B) verbally  
213 and by electronic mail, if such parents' or guardians' electronic mail  
214 addresses are known, that such parents or guardians may refer to the

215 plain language explanation of the rights and remedies available under  
216 sections 10-4a and 10-4b published on the Internet web site of the local  
217 or regional board of education pursuant to section 10-222r, (9) require  
218 each school to invite the parents or guardians of a student against whom  
219 such act was directed to a meeting to communicate to such parents or  
220 guardians the measures being taken by the school to ensure the safety  
221 of the student against whom such act was directed and policies and  
222 procedures in place to prevent further acts of bullying, (10) require each  
223 school to invite the parents or guardians of a student who commits any  
224 verified act of bullying to a meeting, separate and distinct from the  
225 meeting required in subdivision (9) of this subsection, to discuss specific  
226 interventions undertaken by the school to prevent further acts of  
227 bullying, (11) establish a procedure for each school to document and  
228 maintain records relating to reports and investigations of bullying in  
229 such school and to maintain a list of the number of verified acts of  
230 bullying in such school and make such list available for public  
231 inspection, and annually report such number to the Department of  
232 Education, and in such manner as prescribed by the Commissioner of  
233 Education, (12) direct the development of case-by-case interventions for  
234 addressing repeated incidents of bullying against a single individual or  
235 recurrently perpetrated bullying incidents by the same individual that  
236 may include both counseling and discipline, (13) prohibit  
237 discrimination and retaliation against an individual who reports or  
238 assists in the investigation of an act of bullying, (14) direct the  
239 development of student safety support plans for students against whom  
240 an act of bullying was directed that address safety measures the school  
241 will take to protect such students against further acts of bullying, (15)  
242 require the principal of a school, or the principal's designee, to notify the  
243 appropriate local law enforcement agency when such principal, or the  
244 principal's designee, believes that any acts of bullying constitute  
245 criminal conduct, (16) prohibit bullying (A) on school grounds, at a  
246 school-sponsored or school-related activity, function or program  
247 whether on or off school grounds, at a school bus stop, on a school bus  
248 or other vehicle owned, leased or used by a local or regional board of  
249 education, or through the use of an electronic device or an electronic



250 mobile device owned, leased or used by the local or regional board of  
251 education, and (B) outside of the school setting if such bullying (i)  
252 creates a hostile environment at school for the student against whom  
253 such bullying was directed, or (ii) infringes on the rights of the student  
254 against whom such bullying was directed at school, or (iii) substantially  
255 disrupts the education process or the orderly operation of a school, (17)  
256 require, at the beginning of each school year, each school to provide all  
257 school employees with a written or electronic copy of the school  
258 district's safe school climate plan, and (18) require that all school  
259 employees annually complete the training described in [section 10-220a  
260 or] section 10-222j. The notification required pursuant to subdivision (8)  
261 of this subsection and the invitation required pursuant to subdivision  
262 (9) of this subsection shall include a description of the response of school  
263 employees to such acts and any consequences that may result from the  
264 commission of further acts of bullying.

265       Sec. 5. Section 10-233m of the 2024 supplement to the general statutes  
266 is repealed and the following is substituted in lieu thereof (*Effective July*  
267 *1, 2024*):

268       Each local or regional board of education that assigns a school  
269 resource officer to any school under the jurisdiction of such board shall  
270 enter into a memorandum of understanding with a local law  
271 enforcement agency regarding the role and responsibility of such school  
272 resource officer. Such memorandum of understanding shall (1) be  
273 maintained in a central location in the school district and posted on the  
274 Internet web site of the school district and each school in which such  
275 school resource officer is assigned, (2) include provisions addressing  
276 daily interactions between students and school personnel with school  
277 resource officers, and (3) include a graduated response model for  
278 student discipline. Any such memorandum of understanding entered  
279 into, extended, updated or amended (A) on or after July 1, 2021, shall  
280 include a provision that requires all school resource officers to complete,  
281 while in the performance of their duties as school resource officers and  
282 during periods when such school resource officers are assigned to be at  
283 the school, any separate training specifically related to social-emotional

284 learning and restorative practices provided to certified employees of the  
285 school pursuant to [sections] section 10-148a, [and 10-220a,] and (B) on  
286 or after July 1, 2023, shall include provisions specifying a school  
287 resource officer's duties concerning, and procedures for, the restraint of  
288 students, use of firearms, school-based arrests and reporting of any  
289 investigations and behavioral interventions of challenging behavior or  
290 conflict that escalates to violence or constitutes a crime, pursuant to the  
291 provisions of section 10-233p, provided such provisions are in  
292 accordance with any laws or policies concerning the duties of police  
293 officers. For the purposes of this section, "school resource officer" means  
294 a sworn police officer of a local law enforcement agency who has been  
295 assigned to a school pursuant to an agreement between the local or  
296 regional board of education and the chief of police of a local law  
297 enforcement agency.

298 Sec. 6. Subsection (a) of section 22a-226e of the 2024 supplement to  
299 the general statutes is repealed and the following is substituted in lieu  
300 thereof (*Effective July 1, 2024*):

301 (a) (1) On and after January 1, 2014, each commercial food wholesaler  
302 or distributor, industrial food manufacturer or processor, supermarket,  
303 resort or conference center that is located not more than twenty miles  
304 from an authorized source-separated organic material composting  
305 facility and that generates an average projected volume of not less than  
306 one hundred four tons per year of source-separated organic materials  
307 shall: (A) Separate such source-separated organic materials from other  
308 solid waste; and (B) ensure that such source-separated organic materials  
309 are recycled at any authorized source-separated organic material  
310 composting facility that has available capacity and that will accept such  
311 source-separated organic material.

312 (2) On and after January 1, 2020, each commercial food wholesaler or  
313 distributor, industrial food manufacturer or processor, supermarket,  
314 resort or conference center that is located not more than twenty miles  
315 from an authorized source-separated organic material composting  
316 facility and that generates an average projected volume of not less than

317 fifty-two tons per year of source-separated organic materials shall: (A)  
318 Separate such source-separated organic materials from other solid  
319 waste; and (B) ensure that such source-separated organic materials are  
320 recycled at any authorized source-separated organic material  
321 composting facility that has available capacity and that will accept such  
322 source-separated organic material.

323 (3) On and after January 1, 2022, each commercial food wholesaler or  
324 distributor, industrial food manufacturer or processor, supermarket,  
325 resort or conference center that is located not more than twenty miles  
326 from either an authorized source-separated organic material  
327 composting facility an authorized transfer station or any collection  
328 location authorized to receive source-separated organic materials, and  
329 that generates an average projected volume of not less than twenty-six  
330 tons per year of source-separated organic materials shall: (A) Separate  
331 such source-separated organic materials from other solid waste; and (B)  
332 ensure that such source-separated organic materials are recycled at any  
333 authorized source-separated organic material composting facility that  
334 has available capacity and that will accept such source-separated  
335 organic material.

336 (4) On and after January 1, 2025, each commercial food wholesaler or  
337 distributor, industrial food manufacturer or processor, supermarket,  
338 resort, conference center or institution that generates an average  
339 projected volume of not less than twenty-six tons per year of source-  
340 separated organic materials shall: (A) Separate such source-separated  
341 organic materials from other solid waste; and (B) ensure that such  
342 source-separated organic materials are recycled at any authorized  
343 source-separated organic material composting facility that has available  
344 capacity and that will accept such source-separated organic material.  
345 For the purposes of this section "institution" means any establishment  
346 engaged in providing hospitality, entertainment or rehabilitation and  
347 health care services, and any hospital [, public or private educational  
348 facility] or correctional facility.

349 (5) On and after July 1, 2026, each public or private educational

350 facility that is located not more than twenty miles from either an  
351 authorized source-separated organic material composting facility and  
352 that generates an average projected volume of not less than twenty-six  
353 tons per year of source-separated organic materials shall: (A) Separate  
354 such source-separated organic materials from other solid waste; and (B)  
355 ensure that such source-separated organic materials are recycled at any  
356 authorized source-separated organic material composting facility that  
357 has available capacity and that will accept such source-separated  
358 organic material.

359       Sec. 7. Section 10-221a of the 2024 supplement to the general statutes  
360 is repealed and the following is substituted in lieu thereof (*Effective July*  
361 *1, 2024*):

362       (a) For classes graduating from 1988 to 2003, inclusive, no local or  
363 regional board of education shall permit any student to graduate from  
364 high school or grant a diploma to any student who has not satisfactorily  
365 completed a minimum of twenty credits, not fewer than four of which  
366 shall be in English, not fewer than three in mathematics, not fewer than  
367 three in social studies, not fewer than two in science, not fewer than one  
368 in the arts or vocational education and not fewer than one in physical  
369 education.

370       (b) For classes graduating from 2004 to 2022, inclusive, no local or  
371 regional board of education shall permit any student to graduate from  
372 high school or grant a diploma to any student who has not satisfactorily  
373 completed a minimum of twenty credits, not fewer than four of which  
374 shall be in English, not fewer than three in mathematics, not fewer than  
375 three in social studies, including at least a one-half credit course on  
376 civics and American government, not fewer than two in science, not  
377 fewer than one in the arts or vocational education and not fewer than  
378 one in physical education.

379       (c) [Commencing with] For classes graduating [in] from 2023 [, and  
380 for each graduating class thereafter] to 2026, inclusive, no local or  
381 regional board of education shall permit any student to graduate from  
382 high school or grant a diploma to any student who has not satisfactorily

383 completed a minimum of twenty-five credits, including not fewer than:  
384 (1) Nine credits in the humanities, including civics and the arts; (2) nine  
385 credits in science, technology, engineering and mathematics; (3) one  
386 credit in physical education and wellness; (4) one credit in health and  
387 safety education, as described in section 10-16b; and (5) one credit in  
388 world languages, subject to the provisions of subsection [(h)] (g) of this  
389 section. A local or regional board of education may require a student to  
390 complete a one credit mastery-based diploma assessment in order to  
391 graduate from high school or be granted a diploma.

392 [(d) Commencing with classes graduating in 2025, and for each  
393 graduating class thereafter, no local or regional board of education shall  
394 permit any student to graduate from high school or grant a diploma to  
395 any student who has not satisfied the requirements of section 10-221z  
396 and not satisfactorily completed a minimum of twenty-five credits,  
397 including not fewer than: (1) Nine credits in the humanities, including  
398 civics and the arts; (2) nine credits in science, technology, engineering  
399 and mathematics; (3) one credit in physical education and wellness; (4)  
400 one credit in health and safety education, as described in section 10-16b;  
401 and (5) one credit in world languages, subject to the provisions of  
402 subsection (h) of this section. A local or regional board of education may  
403 require a student to complete a one credit mastery-based diploma  
404 assessment in order to graduate from high school or be granted a  
405 diploma.]

406 [(e)] (d) Commencing with classes graduating in 2027, and for each  
407 graduating class thereafter, no local or regional board of education shall  
408 permit any student to graduate from high school or grant a diploma to  
409 any student who has not satisfied the requirements of section 10-221z,  
410 as amended by this act, and not satisfactorily completed a minimum of  
411 twenty-five credits, including not fewer than: (1) Nine credits in the  
412 humanities, including civics and the arts; (2) nine credits in science,  
413 technology, engineering and mathematics; (3) one credit in physical  
414 education and wellness; (4) one credit in health and safety education, as  
415 described in section 10-16b; (5) one credit in world languages, subject to  
416 the provisions of subsection [(h)] (g) of this section; and (6) one-half

417 credit in personal financial management and financial literacy, which  
418 may count towards the requirement described in subdivision (1) or (2)  
419 of this subsection or as an elective credit. [A local or regional board of  
420 education may require a student to complete a one credit mastery-based  
421 diploma assessment in order to graduate from high school or be granted  
422 a diploma.]

423       [(f)] (e) Commencing with classes graduating in 2023, and for each  
424 graduating class thereafter, local and regional boards of education shall  
425 provide adequate student support and remedial services for students  
426 beginning in grade seven. Such student support and remedial services  
427 shall provide alternate means for a student to complete any of the high  
428 school graduation requirements described in subsections (c) [to (e),  
429 inclusive,] and (d) of this section, if such student is unable to  
430 satisfactorily complete any of the required courses or exams. Such  
431 student support and remedial services shall include, but not be limited  
432 to, (1) allowing students to retake courses in summer school or through  
433 an on-line course; (2) allowing students to enroll in a class offered at a  
434 constituent unit of the state system of higher education, as defined in  
435 section 10a-1, pursuant to subdivision (4) of subsection [(i)] (h) of this  
436 section; (3) allowing students who received a failing score, as  
437 determined by the Commissioner of Education, on an end of the school  
438 year exam to take an alternate form of the exam; and (4) allowing those  
439 students whose individualized education programs state that such  
440 students are eligible for an alternate assessment to demonstrate  
441 competency on any of the five core courses through success on such  
442 alternate assessment.

443       [(g)] (f) Any student who presents a certificate from a physician or  
444 advanced practice registered nurse stating that, in the opinion of the  
445 physician or advanced practice registered nurse, participation in  
446 physical education is medically contraindicated because of the physical  
447 condition of such student, shall be excused from the physical education  
448 requirement, provided the credit for physical education may be fulfilled  
449 by an elective.

450        [(h)] (g) Determination of eligible credits shall be at the discretion of  
451 the local or regional board of education, provided the primary focus of  
452 the curriculum of eligible credits corresponds directly to the subject  
453 matter of the specified course requirements. The local or regional board  
454 of education may permit a student to graduate during a period of  
455 expulsion pursuant to section 10-233d, if the board determines the  
456 student has satisfactorily completed the necessary credits pursuant to  
457 this section. The requirements of this section shall apply to any student  
458 requiring special education pursuant to section 10-76a, except when the  
459 planning and placement team for such student determines the  
460 requirement not to be appropriate. For purposes of this section, a credit  
461 shall consist of not less than the equivalent of a forty-minute class period  
462 for each school day of a school year except for a credit or part of a credit  
463 toward high school graduation earned (1) at an institution accredited by  
464 the Board of Regents for Higher Education or Office of Higher  
465 Education or regionally accredited, (2) through on-line coursework that  
466 is in accordance with a policy adopted pursuant to subsection [(i)] (h) of  
467 this section, or (3) through a demonstration of mastery based on  
468 competency and performance standards, in accordance with guidelines  
469 adopted by the State Board of Education.

470        [(i)] (h) Only courses taken in grades nine to twelve, inclusive, and  
471 that are in accordance with the state-wide subject matter content  
472 standards, adopted by the State Board of Education pursuant to section  
473 10-4, shall satisfy the graduation requirements set forth in this section,  
474 except that a local or regional board of education may grant a student  
475 credit (1) toward meeting the high school graduation requirements  
476 upon the successful demonstration of mastery of the subject matter  
477 content described in this section achieved through educational  
478 experiences and opportunities that provide flexible and multiple  
479 pathways to learning, including cross-curricular graduation  
480 requirements, career and technical education, virtual learning, work-  
481 based learning, service learning, dual enrollment and early college,  
482 courses taken in middle school, internships and student-designed  
483 independent studies, provided such demonstration of mastery is in  
484 accordance with such state-wide subject matter content standards; (2)

485 toward meeting a specified course requirement upon the successful  
486 completion in grade seven or eight of any course, the primary focus of  
487 which corresponds directly to the subject matter of a specified course  
488 requirement in grades nine to twelve, inclusive; (3) toward meeting the  
489 high school graduation requirement upon the successful completion of  
490 a world language course (A) in grade six, seven or eight, (B) through on-  
491 line coursework, or (C) offered privately through a nonprofit provider,  
492 provided such student achieves a passing grade on an examination  
493 prescribed, within available appropriations, by the Commissioner of  
494 Education and such credits do not exceed four; (4) toward meeting the  
495 high school graduation requirement upon achievement of a passing  
496 grade on a subject area proficiency examination identified and  
497 approved, within available appropriations, by the Commissioner of  
498 Education, regardless of the number of hours the student spent in a  
499 public school classroom learning such subject matter; (5) toward  
500 meeting the high school graduation requirement upon the successful  
501 completion of coursework during the school year or summer months at  
502 an institution accredited by the Board of Regents for Higher Education  
503 or Office of Higher Education or regionally accredited. One three-credit  
504 semester course, or its equivalent, at such an institution shall equal one-  
505 half credit for purposes of this section; (6) toward meeting the high  
506 school graduation requirement upon the successful completion of on-  
507 line coursework, provided the local or regional board of education has  
508 adopted a policy in accordance with this subdivision for the granting of  
509 credit for on-line coursework. Such a policy shall ensure, at a minimum,  
510 that (A) the workload required by the on-line course is equivalent to that  
511 of a similar course taught in a traditional classroom setting, (B) the  
512 content is rigorous and aligned with curriculum guidelines approved  
513 by the State Board of Education, where appropriate, (C) the course  
514 engages students and has interactive components, which may include,  
515 but are not limited to, required interactions between students and their  
516 teachers, participation in on-line demonstrations, discussion boards or  
517 virtual labs, (D) the program of instruction for such on-line coursework  
518 is planned, ongoing and systematic, and (E) the courses are (i) taught by  
519 teachers who are certified in the state or another state and have received



520 training on teaching in an on-line environment, or (ii) offered by  
521 institutions of higher education that are accredited by the Board of  
522 Regents for Higher Education or Office of Higher Education or  
523 regionally accredited; or (7) toward meeting the high school graduation  
524 requirement upon the successful completion of a credit recovery  
525 program approved by the Commissioner of Education.

526 [(j)] (i) A local or regional board of education may offer one-half credit  
527 in community service which, if satisfactorily completed, shall qualify for  
528 high school graduation credit pursuant to this section, provided such  
529 community service is supervised by a certified school administrator or  
530 teacher and consists of not less than fifty hours of actual service that may  
531 be performed at times when school is not regularly in session and not  
532 less than ten hours of related classroom instruction. [For purposes of  
533 this section, community service does not include partisan political  
534 activities.] The State Board of Education shall assist local and regional  
535 boards of education in meeting the requirements of this section. [The  
536 State Board of Education shall award a community service recognition  
537 award to any student who satisfactorily completes fifty hours or more  
538 of community service in accordance with the provisions of this  
539 subsection.]

540 [(k)] (j) (1) A local or regional board of education may award a  
541 diploma to a veteran, as defined in subsection (a) of section 27-103,  
542 which veteran or person served during World War II or the Korean  
543 hostilities, as described in section 51-49h, or during the Vietnam Era, as  
544 defined in section 27-103, withdrew from high school prior to  
545 graduation in order to serve in the armed forces of the United States and  
546 did not receive a diploma as a consequence of such service.

547 (2) A local or regional board of education may award a diploma to  
548 any person who (A) withdrew from high school prior to graduation to  
549 work in a job that assisted the war effort during World War II, December  
550 7, 1941, to December 31, 1946, inclusive, (B) did not receive a diploma as  
551 a consequence of such work, and (C) has been a resident of the state for  
552 at least fifty consecutive years.

553 (3) (A) A local or regional board of education under whose  
554 jurisdiction a student would otherwise be attending school if such  
555 student were not educated under the oversight of the education unit of  
556 the Department of Children and Families established pursuant to  
557 section 17a-3b, shall award a diploma to any such student seventeen  
558 years of age or older who satisfactorily completes the minimum credits  
559 required pursuant to this section for students graduating in the year in  
560 which such diploma is awarded.

561 (B) If no such local or regional board of education can be identified,  
562 the Department of Children and Families shall determine whether a  
563 student educated under the oversight of the education unit of the  
564 department who is seventeen years of age or older has satisfactorily  
565 completed the minimum credits required pursuant to this section for  
566 students graduating in the year in which a diploma is sought by such  
567 student and the department shall award a diploma to any such student  
568 who has met such requirement.

569 [(l)] (k) For the school year commencing July 1, 2012, and each school  
570 year thereafter, each local and regional board of education shall create a  
571 student success plan for each student enrolled in a public school,  
572 beginning in grade six. Such student success plan shall include a  
573 student's career and academic choices in grades six to twelve, inclusive.  
574 Beginning in grade six, such student success plan shall provide evidence  
575 of career exploration in each grade including, but not limited to, careers  
576 in manufacturing. The Department of Education shall revise and issue  
577 to local and regional boards of education guidance regarding changes  
578 to such student success plans. On and after July 1, 2020, in creating such  
579 student success plans, consideration shall be given to career and  
580 academic choices in computer science, science, technology, engineering  
581 and mathematics. On and after July 1, 2021, such student success plans  
582 shall be created, if possible, in collaboration with each student and the  
583 parent or guardian of such student. On and after July 1, 2022, such  
584 student success plans shall, to the extent it does not conflict with the  
585 career choices of the student or such student's parent or guardian,  
586 include an academic plan that is in compliance with the challenging

587 curriculum policy adopted by the local or regional board of education  
588 pursuant to section 10-221x, as amended by this act. On and after July 1,  
589 2024, in creating such student success plans, consideration shall be given  
590 to enrollment opportunities in the Technical Education and Career  
591 System.

592 [(m)] (l) Commencing with classes graduating in 2018, and for each  
593 graduating class thereafter, a local or regional board of education may  
594 affix the Connecticut State Seal of Biliteracy, as described in subsection  
595 (f) of section 10-5, to a diploma awarded to a student who has achieved  
596 a high level of proficiency in English and one or more foreign languages,  
597 as defined in said subsection (f). The local or regional board of education  
598 shall include on such student's transcript a designation that the student  
599 received the Connecticut State Seal of Biliteracy.

600 Sec. 8. Section 10-221z of the 2024 supplement to the general statutes  
601 is repealed and the following is substituted in lieu thereof (*Effective July*  
602 *1, 2024*):

603 (a) No local or regional board of education shall permit any student  
604 to graduate from high school or grant a diploma to any student  
605 pursuant to section 10-221a, as amended by this act, unless such student  
606 has (1) completed a Free Application for Federal Student Aid, (2)  
607 completed and submitted to a public institution of higher education an  
608 application for institutional financial aid for students without legal  
609 immigration status established pursuant to section 10a-161d, or (3)  
610 completed a waiver, in accordance with the provisions of subsection (b)  
611 of this section and on a form prescribed by the Commissioner of  
612 Education, signed by such minor student's parent or legal guardian or  
613 by such student if such student is a legally emancipated minor or  
614 eighteen years of age or older.

615 (b) Any waiver completed by a student pursuant to subdivision (3)  
616 of subsection (a) of this section shall require the parent, legal guardian  
617 or student to affirm that such parent, legal guardian or student  
618 understands the Free Application for Federal Student Aid, and shall not  
619 require the parent, legal guardian or student to state any reasons for

620 choosing not to complete a Free Application for Federal Student Aid or  
621 the application for institutional financial aid for students without legal  
622 immigration status. On and after March fifteenth of the school year, a  
623 principal, school counselor, teacher or other certified educator may  
624 complete such waiver on behalf of any student who has not satisfied any  
625 of the requirements described in subsection (a) of this section, if such  
626 principal, school counselor, teacher or other certified educator affirms  
627 that they have made a good faith effort to contact the parent, legal  
628 guardian or student about completion of the Free Application for  
629 Federal Student Aid or an application for institutional financial aid for  
630 students without legal immigration status.

631 (c) The provisions of this section shall not apply to any student  
632 enrolled in an incorporated or endowed high school or academy  
633 approved pursuant to section 10-34 and who is not a resident of the  
634 state.

635 Sec. 9. Subsection (b) of section 10-76ll of the 2024 supplement to the  
636 general statutes is repealed and the following is substituted in lieu  
637 thereof (*Effective July 1, 2024*):

638 (b) On or before July 1, 2015, the State Board of Education shall draft  
639 a written bill of rights for parents of children receiving special education  
640 services to guarantee that the rights of such parents and children are  
641 adequately safeguarded and protected during the provision of special  
642 education and related services until such children have graduated from  
643 high school or at the end of the school year during which such children  
644 reaches age twenty-two, whichever occurs first, under this chapter. Such  
645 bill of rights shall inform parents of: (1) The right to request  
646 consideration of the provision of transition services for a child receiving  
647 special education services who is eighteen until such child has  
648 graduated from high school or at the end of the school year during  
649 which such child reaches age twenty-two, whichever occurs first, (2) the  
650 right to receive transition resources and materials from the department  
651 and the local or regional board of education responsible for such child,  
652 (3) the requirement that the local or regional board of education

653 responsible for such child shall create a student success plan for each  
 654 student enrolled in a public school, beginning in grade six, pursuant to  
 655 subsection [(l)] (k) of section 10-221a, as amended by this act, and (4) the  
 656 right of such child to receive realistic and specific postgraduation goals  
 657 as part of such child's individualized education program.

658 Sec. 10. Subsection (b) of section 10-221x of the 2024 supplement to  
 659 the general statutes is repealed and the following is substituted in lieu  
 660 thereof (*Effective July 1, 2024*):

661 (b) Each local and regional board of education shall create an  
 662 academic plan for each student identified under the criteria described in  
 663 subdivision (1) of subsection (a) of this section. In creating an academic  
 664 plan for a student, such plan shall be designed to enroll such student in  
 665 one or more advanced course or programs and allow such student to  
 666 earn college credit or result in career readiness. Each academic plan shall  
 667 be aligned with (1) the courses or programs offered by the local or  
 668 regional board of education, (2) such student's student success plan  
 669 created pursuant to subsection [(l)] (k) of section 10-221a, as amended  
 670 by this act, (3) the high school graduation requirements under section  
 671 10-221a, as amended by this act, and (4) any other policies or standards  
 672 adopted by the board relating to the eligibility for student enrollment in  
 673 advanced courses or programs. A student, or the parent or guardian of  
 674 a student, may decline to implement the provisions of an academic plan  
 675 created for such student.

This act shall take effect as follows and shall amend the following sections:		
Section 1	July 1, 2024	New section
Sec. 2	July 1, 2024	10-220a(a)
Sec. 3	July 1, 2025	10-220a(a)
Sec. 4	July 1, 2024	10-222d(b)
Sec. 5	July 1, 2024	10-233m
Sec. 6	July 1, 2024	22a-226e(a)
Sec. 7	July 1, 2024	10-221a
Sec. 8	July 1, 2024	10-221z
Sec. 9	July 1, 2024	10-76ll(b)

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Sec. 10	July 1, 2024	10-221x(b)
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**ED**      *Joint Favorable C/R*      APP

**APP**      *Joint Favorable Subst.*

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

**OFA Fiscal Note**

**State Impact:**

Agency Affected	Fund-Effect	FY 25 \$	FY 26 \$
University of Connecticut	Various - See Below	See Below	See Below

Note: GF=General Fund

**Municipal Impact:**

Municipalities	Effect	FY 25 \$	FY 26 \$
Various Local Boards of Education	See Below	See Below	See Below

**Explanation**

The bill delays, or eliminates, costs to certain local and regional school districts and the University of Connecticut associated with separating and disposing organic and inorganic solid waste. The bill makes several other changes to education statutes that have no fiscal impact. These changes are described below by section.

**Section 1** establishes the Educator Professional Development Mandate Review Advisory Council. This has no fiscal impact.

**Sections 2 and 3** allow professional development and evaluation committees within local and regional school districts to determine the manner and schedule of professional development requirements in their districts. This has no fiscal impact as it is not anticipated to impact the cost to districts associated with any professional development.

**Sections 4 and 5** adjust certain training requirements for school resource officers. This has no fiscal impact.

**Section 6** eliminates, for some facilities, and delays, for others, a requirement that has not yet taken effect for school and higher education facilities that generate a high volume of waste to separate and compost organic waste (i.e., food scraps). The bill limits the number of educational facilities that will be required to separate and compost food scraps to such facilities located within 20 miles of a composting facility. For those facilities that must separate and compost food scraps, the requirement is delayed from January 1, 2025 to July 1, 2026.

The section results in: (1) a delay, from FY 25 to FY 27, of any fiscal impacts associated with these provisions, and (2) an elimination of fiscal impacts to those facilities that generate a high volume of food scraps and are more than 20 miles away from a composting facility. These changes may impact the University of Connecticut.

**Section 7** has no fiscal impact. It makes several changes to high school graduation requirements that are not expected to increase the cost of curriculum administration or development.

**Section 8** exempts students enrolled in endowed academies who are not from Connecticut from the requirement to fill out a Free Application for Federal Student Aid (FAFSA), which has no fiscal impact to school districts.

**Sections 9 and 10** make technical changes and have no fiscal impact.

### ***The Out Years***

Any savings incurred by a local or regional school district or the University of Connecticut as a result of Section 6 of the bill will continue into the future subject to the cost of waste disposal. The other provisions of the bill have no fiscal impact in the out years.



**OLR Bill Analysis****sHB 5437*****AN ACT CONCERNING EDUCATION MANDATE RELIEF.*****SUMMARY**

This bill establishes a 10-member Educator Professional Development Mandate Review Advisory Council to advise and provide annual reports to the Education Committee on the (1) implementation of existing mandates for educator professional development and in-service training, (2) cost of these mandates to educators and local and regional boards of education, and (3) impact of any proposals to add to or revise these requirements.

Separately, the bill requires that (1) the manner and frequency of in-service training for certified educators be determined by the school board's professional development and evaluation committee and (2) at a minimum, the required subject matter be provided at least once every five years. It also eliminates specified subject matter from in-service training that, generally, is addressed by other training requirements (e.g., social-emotional learning).

For public and private educational facilities, the bill (1) delays, from January 1, 2025, to July 1, 2026, PA 23-170's requirement for certain organic materials generators to separate the materials and recycle them and (2) limits the requirement to educational facilities located within a 20-mile radius of a permitted source-separated organic material composting facility.

Additionally, the bill makes several changes to high school graduation requirements. Among other things, it delays, from the graduating class of 2025 to the graduating class of 2027, the requirement to complete a Free Application for Federal Student Aid (FAFSA), institutional financial aid application, or signed waiver. It also eliminates (1) the prohibition on partisan political activities counting toward elective credit for community service and, (2) beginning with the

graduating class of 2027, the option for school boards to require students to complete a one-credit mastery-based diploma assessment.

Lastly, the bill requires that student success plans give consideration to enrollment opportunities in the Connecticut Technical Education and Career System (§§ 7, 9 & 10). By law, school boards must create a student success plan for each public school student beginning in sixth grade. The plan must include the student’s career and academic choices in grades 6-12.

EFFECTIVE DATE: July 1, 2024, except that a conforming change is effective July 1, 2025.

**§ 1 — EDUCATOR PROFESSIONAL DEVELOPMENT MANDATE REVIEW ADVISORY COUNCIL**

Under the bill, the council’s reports to the Education Committee must be submitted annually beginning January 1, 2025. They must include recommendations for legislation (if any) as well as the following:

1. a review of all existing professional development and in-service training mandates in state and federal law;
2. costs incurred by school boards to provide professional development and in-service training; and
3. how the boards provide and implement the development and training, including who completes and receives them and how frequently they are offered.

Under the bill, the council consists of 10 legislative appointees as shown in the table below.

**Table: Council Membership**

<i>Appointing Authority</i>	<i>Criteria</i>
House speaker	Representative of the Connecticut Association of Boards of Education
Senate president pro tempore	Representative of the Connecticut Association of Public School Superintendents
House majority leader	Representative of the Connecticut Association of Schools

<i>Appointing Authority</i>	<i>Criteria</i>
Senate majority leader	Representative of the Connecticut Association of School Business Officials
House minority leader	Member of a local or regional school board
Senate minority leader	Representative of the Connecticut Federation of School Administrators
Education Committee House chairperson and ranking member (one each)	Public school paraeducator in Connecticut
Education Committee Senate chairperson and ranking member (one each)	Public school teacher in Connecticut

The bill requires appointing authorities to make their initial appointments by August 1, 2024, and fill any vacancies. The initial terms end on January 31, 2029, and subsequent terms last for five years. The bill allows members to serve multiple terms.

The bill requires the House speaker and Senate president pro tempore to select the council's chairpersons from among its members. The chairpersons must schedule the first meeting, which must be held by October 1, 2024. The Education Committee's administrative staff must serve as the council's administrative staff.

## **§§ 2-5 — IN-SERVICE TRAINING**

Existing law requires school boards to provide an in-service training program for teachers, administrators, and pupil personnel who hold the initial educator, provisional educator, or professional educator certificate. The bill requires that (1) the manner and frequency of in-service training be determined by the school board's professional development and evaluation committee and (2) at a minimum, the required subject matter be provided at least once every five years.

Additionally, the bill eliminates requirements that the training include (1) identification and prevention of and response to bullying, (2) culturally responsive pedagogy and practice, and (3) the principles and practices of social-emotional learning and restorative practices. Generally, training on these subjects is required by other statutes (e.g., certified employees' professional development programs must include culturally responsive pedagogy and practice (CGS § 10-148a)). The bill

also makes conforming changes.

## **§ 6 — LARGE ORGANIC MATERIALS GENERATORS**

Beginning January 1, 2025, PA 23-170, § 5, expands the scope of the law requiring certain organic materials generators to separate the materials and recycle them. Among other things, it requires public and private educational facilities (and other newly included entities) that generate an average projected volume of at least 26 tons of source-separated organic materials (e.g., food scraps) per year to (1) separate the materials from other solid waste and (2) recycle them at a permitted source-separated organic material composting facility that has capacity and is willing to accept them.

For public and private educational facilities, the bill (1) delays the implementation of this requirement to July 1, 2026, and (2) limits it to educational facilities located within a 20-mile radius of a permitted source-separated organic material composting facility.

## **§§ 7 & 8 — HIGH SCHOOL GRADUATION REQUIREMENTS**

### ***FAFSA Completion***

Beginning with the graduating class of 2025, current law requires students to complete a FAFSA, institutional financial aid application (if the student does not have legal immigration status), or signed waiver in order to graduate from high school. The bill delays the requirement by two years, to the graduating class of 2027.

The bill also exempts endowed academy students who are not state residents from this requirement. The state has three endowed academies that function as public high schools under state law (i.e., Gilbert School, Norwich Free Academy, and Woodstock Academy).

### ***Credit Requirements***

Beginning with the graduating class of 2027, the bill eliminates the option for school boards to require students to complete a one-credit mastery-based diploma assessment (i.e., a “capstone”) in order to graduate from high school.

Additionally, existing law requires students, beginning with the graduating class of 2027, to complete a half-credit of personal financial management and financial literacy, which may count as either a humanities credit or an elective credit. The bill provides a third option by allowing this requirement to count as a science, technology, engineering, and mathematics credit.

**Community Service**

Existing law allows school boards to offer, and count towards high school graduation requirements, one half-credit in community service. Among other things, students must complete at least 50 hours of actual service performed outside of school hours.

The bill eliminates current law’s (1) prohibition on partisan political activities counting as community service and (2) requirement that the State Board of Education give community service recognition awards to students who complete 50 or more hours of community service.

**COMMITTEE ACTION**

Education Committee

Joint Favorable Change of Reference - APP  
Yea 43 Nay 1 (03/20/2024)

Appropriations Committee

Joint Favorable Substitute  
Yea 52 Nay 0 (04/04/2024)