



House of Representatives

File No. 668

General Assembly

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(Reprint of File No. 592)

Substitute House Bill No. 5437
As Amended by House Amendment
Schedule "A"

Approved by the Legislative Commissioner
May 3, 2024

***AN ACT CONCERNING EDUCATION MANDATE RELIEF, SCHOOL
DISCIPLINE AND DISCONNECTED YOUTH.***

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 Education Mandate Review Advisory Council. The council shall advise
3 and provide annual reports to the joint standing committee of the
4 General Assembly having cognizance of matters relating to education
5 on the cost and implementation of existing education mandates on local
6 and regional boards of education, as well as the impact of any proposals
7 relating to additions or revisions to such education mandates. Such
8 annual reports may include, but need not be limited to, (1) a review of
9 education mandates on local and regional boards of education in the
10 general statutes and the regulations of Connecticut state agencies for the
11 purpose of identifying those mandates that may be burdensome or have
12 the effect of limiting or restricting the provision of instruction or services
13 to students, including a detailed analysis of each such mandate so
14 identified, the specific statutory or regulation citation for such mandate

15 and how such mandate is imposed on a board of education, and (2) any
16 recommendations regarding the repeal of or amendment to any such
17 sections of the general statutes or regulations of Connecticut state
18 agencies.

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

20 (1) One appointed by the speaker of the House of Representatives,
21 who shall be a representative of the Connecticut Association of Boards
22 of Education;

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

26 (3) One appointed by the majority leader of the House of
27 Representatives, who shall be a representative of the Connecticut
28 Association of Schools;

29 (4) One appointed by the majority leader of the Senate, who shall be
30 a representative of the Connecticut Association of School Business
31 Officials;

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

35 (6) One appointed by the minority leader of the Senate, who shall be
36 a representative of the Connecticut Federation of School
37 Administrators;

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

42 (8) One appointed by the Senate chairperson of the joint standing
43 committee of the General Assembly having cognizance of matters

44 relating to education, who shall be a teacher in a public school in this
45 state;

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

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

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

59 (d) The speaker of the House of Representatives and the president
60 pro tempore of the Senate shall select the chairpersons of the council
61 from among the members of the council. Such chairpersons shall
62 schedule the first meeting of the council, which shall be held not later
63 than October 1, 2024.

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

67 (f) Not later than January 1, 2025, and annually thereafter, the council
68 shall develop and submit an annual report on its review of the
69 implementation and cost of statutory and regulatory education
70 mandates on local and regional boards of education. Such annual report
71 shall include, but need not be limited to, (1) a review of all existing
72 education mandates required by state law, (2) the costs incurred by local
73 and regional boards of education resulting from the implementation of
74 such education mandates, and (3) how such education mandates are

75 being implemented by local and regional boards of education,
76 including, but not limited to, the manner in which and how often such
77 education mandate is being implemented. The council shall submit such
78 report, and any recommendations for legislation, to the joint standing
79 committee of the General Assembly having cognizance of matters
80 relating to education and the Commissioner of Education, in accordance
81 with the provisions of section 11-4a of the general statutes.

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

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

109 with the provisions of section 10-222n, (4) cardiopulmonary
110 resuscitation and other emergency life saving procedures, (5) the
111 requirements and obligations of a mandated reporter, (6) the detection
112 and recognition of, and evidence-based structured literacy interventions
113 for, students with dyslexia, as defined in section 10-3d, [(7) culturally
114 responsive pedagogy and practice, including, but not limited to, the
115 video training module relating to implicit bias and anti-bias in the hiring
116 process in accordance with the provisions of section 10-156hh, (8) the
117 principles and practices of social-emotional learning and restorative
118 practices, (9)] (7) the laws governing the implementation of planning
119 and placement team meetings and concerning plans pursuant to Section
120 504 of the Rehabilitation Act of 1973, as amended from time to time,
121 [(10)] (8) an annual update of the new state and federal policies
122 concerning special education, recommendations and best practices, and
123 [(11)] (9) emergency response to students who experience a seizure in a
124 school, including, but not limited to, the recognition of the signs and
125 symptoms of seizures, the appropriate steps for seizure first aid,
126 information about seizure action plans for students and, for those
127 authorized to administer medication under section 10-212a, the
128 administration of seizure rescue medication or prescribed electrical
129 stimulation using a Vagus Nerve Stimulator magnet. The manner and
130 frequency of the provision of the information described in subdivisions
131 (1) to (9), inclusive, of this subsection shall be determined by the
132 professional development and evaluation committee, established
133 pursuant to subsection (b) of this section, provided such information is
134 provided at least once every five years. Each local or regional board of
135 education shall allow any [school] paraeducator or noncertified
136 employee to participate, on a voluntary basis, in any in-service training
137 program provided pursuant to this section.

138 Sec. 3. Subsection (a) of section 10-220a of the 2024 supplement to the
139 general statutes, as amended by section 60 of public act 23-167, is
140 repealed and the following is substituted in lieu thereof (*Effective July 1,*
141 *2025*):

142 (a) Each local or regional board of education shall provide an in-

143 service training program for its teachers, administrators and pupil
144 personnel who hold the initial educator, provisional educator or
145 professional educator certificate. Such program shall provide such
146 teachers, administrators and pupil personnel with information on (1)
147 the nature and the relationship of alcohol and drugs, as defined in
148 [subdivision (17) of] section 21a-240, to health and personality
149 development, and procedures for discouraging their abuse, (2) health
150 and mental health risk reduction education that includes, but need not
151 be limited to, the prevention of risk-taking behavior by children and the
152 relationship of such behavior to substance abuse, pregnancy, sexually
153 transmitted diseases, including HIV-infection and AIDS, as defined in
154 section 19a-581, violence, teen dating violence, domestic violence and
155 child abuse, (3) school violence prevention, conflict resolution [,] and the
156 prevention of and response to youth suicide, [and the identification and
157 prevention of and response to bullying, as defined in section 10-222aa,
158 except that those boards of education that implement any evidence-
159 based model approach that is approved by the Department of Education
160 and is consistent with subsection (c) of section 10-145a, subsection (g) of
161 section 10-233c and sections 1 and 3 of public act 08-160, shall not be
162 required to provide in-service training on the identification and
163 prevention of and response to bullying] provided such school violence
164 prevention training shall be in a manner prescribed in a school security
165 and safety plan, in accordance with the provisions of section 10-222n, (4)
166 cardiopulmonary resuscitation and other emergency life saving
167 procedures, (5) the requirements and obligations of a mandated
168 reporter, (6) the detection and recognition of, and evidence-based
169 structured literacy interventions for, students with dyslexia, as defined
170 in section 10-3d, (7) [culturally responsive pedagogy and practice,
171 including, but not limited to, the video training module relating to
172 implicit bias and anti-bias in the hiring process in accordance with the
173 provisions of section 10-156hh, and (8) the principles and practices of
174 social-emotional learning and restorative practices] the laws governing
175 the implementation of planning and placement team meetings and
176 concerning plans pursuant to Section 504 of the Rehabilitation Act of
177 1973, as amended from time to time, (8) an annual update of the new

178 state and federal policies concerning special education,
179 recommendations and best practices, and (9) emergency response to
180 students who experience a seizure in a school, including, but not limited
181 to, the recognition of the signs and symptoms of seizures, the
182 appropriate steps for seizure first aid, information about seizure action
183 plans for students and, for those authorized to administer medication
184 under section 10-212a, the administration of seizure rescue medication
185 or prescribed electrical stimulation using a Vagus Nerve Stimulator
186 magnet. The manner and frequency of the provision of the information
187 described in subdivisions (1) to (9), inclusive, of this subsection shall be
188 determined by the professional development and evaluation committee,
189 established pursuant to subsection (b) of this section, provided such
190 information is provided at least once every five years. Each local or
191 regional board of education may allow any [paraprofessional]
192 paraeducator or noncertified employee to participate, on a voluntary
193 basis, in any in-service training program provided pursuant to this
194 section.

195 Sec. 4. Subsection (b) of section 10-222d of the general statutes is
196 repealed and the following is substituted in lieu thereof (*Effective July 1,*
197 *2024*):

198 (b) Each local and regional board of education shall develop and
199 implement a safe school climate plan to address the existence of bullying
200 and teen dating violence in its schools. Such plan shall: (1) Enable
201 students to anonymously report acts of bullying to school employees
202 and require students and the parents or guardians of students to be
203 notified at the beginning of each school year of the process by which
204 students may make such reports, (2) enable the parents or guardians of
205 students to file written reports of suspected bullying, (3) require school
206 employees who witness acts of bullying or receive reports of bullying to
207 orally notify the safe school climate specialist, described in section 10-
208 222k, or another school administrator if the safe school climate specialist
209 is unavailable, not later than one school day after such school employee
210 witnesses or receives a report of bullying, and to file a written report not
211 later than two school days after making such oral report, (4) require the

212 safe school climate specialist to investigate or supervise the
213 investigation of all reports of bullying and ensure that such
214 investigation is completed promptly after receipt of any written reports
215 made under this section and that the parents or guardians of the student
216 alleged to have committed an act or acts of bullying and the parents or
217 guardians of the student against whom such alleged act or acts were
218 directed receive prompt notice that such investigation has commenced,
219 (5) require the safe school climate specialist to review any anonymous
220 reports, except that no disciplinary action shall be taken solely on the
221 basis of an anonymous report, (6) include a prevention and intervention
222 strategy, as defined by section 10-222g, for school employees to deal
223 with bullying and teen dating violence, (7) provide for the inclusion of
224 language in student codes of conduct concerning bullying, (8) require
225 each school to notify the parents or guardians of students who commit
226 any verified acts of bullying and the parents or guardians of students
227 against whom such acts were directed not later than forty-eight hours
228 after the completion of the investigation described in subdivision (4) of
229 this subsection (A) of the results of such investigation, and (B) verbally
230 and by electronic mail, if such parents' or guardians' electronic mail
231 addresses are known, that such parents or guardians may refer to the
232 plain language explanation of the rights and remedies available under
233 sections 10-4a and 10-4b published on the Internet web site of the local
234 or regional board of education pursuant to section 10-222r, (9) require
235 each school to invite the parents or guardians of a student against whom
236 such act was directed to a meeting to communicate to such parents or
237 guardians the measures being taken by the school to ensure the safety
238 of the student against whom such act was directed and policies and
239 procedures in place to prevent further acts of bullying, (10) require each
240 school to invite the parents or guardians of a student who commits any
241 verified act of bullying to a meeting, separate and distinct from the
242 meeting required in subdivision (9) of this subsection, to discuss specific
243 interventions undertaken by the school to prevent further acts of
244 bullying, (11) establish a procedure for each school to document and
245 maintain records relating to reports and investigations of bullying in
246 such school and to maintain a list of the number of verified acts of

247 bullying in such school and make such list available for public
248 inspection, and annually report such number to the Department of
249 Education, and in such manner as prescribed by the Commissioner of
250 Education, (12) direct the development of case-by-case interventions for
251 addressing repeated incidents of bullying against a single individual or
252 recurrently perpetrated bullying incidents by the same individual that
253 may include both counseling and discipline, (13) prohibit
254 discrimination and retaliation against an individual who reports or
255 assists in the investigation of an act of bullying, (14) direct the
256 development of student safety support plans for students against whom
257 an act of bullying was directed that address safety measures the school
258 will take to protect such students against further acts of bullying, (15)
259 require the principal of a school, or the principal's designee, to notify the
260 appropriate local law enforcement agency when such principal, or the
261 principal's designee, believes that any acts of bullying constitute
262 criminal conduct, (16) prohibit bullying (A) on school grounds, at a
263 school-sponsored or school-related activity, function or program
264 whether on or off school grounds, at a school bus stop, on a school bus
265 or other vehicle owned, leased or used by a local or regional board of
266 education, or through the use of an electronic device or an electronic
267 mobile device owned, leased or used by the local or regional board of
268 education, and (B) outside of the school setting if such bullying (i)
269 creates a hostile environment at school for the student against whom
270 such bullying was directed, or (ii) infringes on the rights of the student
271 against whom such bullying was directed at school, or (iii) substantially
272 disrupts the education process or the orderly operation of a school, (17)
273 require, at the beginning of each school year, each school to provide all
274 school employees with a written or electronic copy of the school
275 district's safe school climate plan, and (18) require that all school
276 employees annually complete the training described in [section 10-220a
277 or] section 10-222j. The notification required pursuant to subdivision (8)
278 of this subsection and the invitation required pursuant to subdivision
279 (9) of this subsection shall include a description of the response of school
280 employees to such acts and any consequences that may result from the
281 commission of further acts of bullying.

282 Sec. 5. Section 10-233m of the 2024 supplement to the general statutes
283 is repealed and the following is substituted in lieu thereof (*Effective July*
284 *1, 2024*):

285 Each local or regional board of education that assigns a school
286 resource officer to any school under the jurisdiction of such board shall
287 enter into a memorandum of understanding with a local law
288 enforcement agency regarding the role and responsibility of such school
289 resource officer. Such memorandum of understanding shall (1) be
290 maintained in a central location in the school district and posted on the
291 Internet web site of the school district and each school in which such
292 school resource officer is assigned, (2) include provisions addressing
293 daily interactions between students and school personnel with school
294 resource officers, and (3) include a graduated response model for
295 student discipline. Any such memorandum of understanding entered
296 into, extended, updated or amended (A) on or after July 1, 2021, shall
297 include a provision that requires all school resource officers to complete,
298 while in the performance of their duties as school resource officers and
299 during periods when such school resource officers are assigned to be at
300 the school, any separate training specifically related to social-emotional
301 learning and restorative practices provided to certified employees of the
302 school pursuant to [sections] section 10-148a, [and 10-220a,] and (B) on
303 or after July 1, 2023, shall include provisions specifying a school
304 resource officer's duties concerning, and procedures for, the restraint of
305 students, use of firearms, school-based arrests and reporting of any
306 investigations and behavioral interventions of challenging behavior or
307 conflict that escalates to violence or constitutes a crime, pursuant to the
308 provisions of section 10-233p, as amended by this act, provided such
309 provisions are in accordance with any laws or policies concerning the
310 duties of police officers. For the purposes of this section, "school
311 resource officer" means a sworn police officer of a local law enforcement
312 agency who has been assigned to a school pursuant to an agreement
313 between the local or regional board of education and the chief of police
314 of a local law enforcement agency.

315 Sec. 6. Subsection (a) of section 22a-226e of the 2024 supplement to

316 the general statutes is repealed and the following is substituted in lieu
317 thereof (*Effective July 1, 2024*):

318 (a) (1) On and after January 1, 2014, each commercial food wholesaler
319 or distributor, industrial food manufacturer or processor, supermarket,
320 resort or conference center that is located not more than twenty miles
321 from an authorized source-separated organic material composting
322 facility and that generates an average projected volume of not less than
323 one hundred four tons per year of source-separated organic materials
324 shall: (A) Separate such source-separated organic materials from other
325 solid waste; and (B) ensure that such source-separated organic materials
326 are recycled at any authorized source-separated organic material
327 composting facility that has available capacity and that will accept such
328 source-separated organic material.

329 (2) On and after January 1, 2020, each commercial food wholesaler or
330 distributor, industrial food manufacturer or processor, supermarket,
331 resort or conference center that is located not more than twenty miles
332 from an authorized source-separated organic material composting
333 facility and that generates an average projected volume of not less than
334 fifty-two tons per year of source-separated organic materials shall: (A)
335 Separate such source-separated organic materials from other solid
336 waste; and (B) ensure that such source-separated organic materials are
337 recycled at any authorized source-separated organic material
338 composting facility that has available capacity and that will accept such
339 source-separated organic material.

340 (3) On and after January 1, 2022, each commercial food wholesaler or
341 distributor, industrial food manufacturer or processor, supermarket,
342 resort or conference center that is located not more than twenty miles
343 from either an authorized source-separated organic material
344 composting facility an authorized transfer station or any collection
345 location authorized to receive source-separated organic materials, and
346 that generates an average projected volume of not less than twenty-six
347 tons per year of source-separated organic materials shall: (A) Separate
348 such source-separated organic materials from other solid waste; and (B)

349 ensure that such source-separated organic materials are recycled at any
350 authorized source-separated organic material composting facility that
351 has available capacity and that will accept such source-separated
352 organic material.

353 (4) On and after January 1, 2025, each commercial food wholesaler or
354 distributor, industrial food manufacturer or processor, supermarket,
355 resort, conference center or institution that generates an average
356 projected volume of not less than twenty-six tons per year of source-
357 separated organic materials shall: (A) Separate such source-separated
358 organic materials from other solid waste; and (B) ensure that such
359 source-separated organic materials are recycled at any authorized
360 source-separated organic material composting facility that has available
361 capacity and that will accept such source-separated organic material.
362 For the purposes of this section "institution" means any establishment
363 engaged in providing hospitality, entertainment or rehabilitation and
364 health care services, and any hospital, public or [private educational]
365 independent institution of higher education building or facility or
366 correctional facility.

367 (5) On and after July 1, 2026, each public or nonpublic school building
368 or educational facility in which students in grades kindergarten to
369 twelve, inclusive, or any combination thereof, are enrolled, that is
370 located not more than twenty miles from either an authorized source-
371 separated organic material composting facility and that generates an
372 average projected volume of not less than twenty-six tons per year of
373 source-separated organic materials shall: (A) Separate such source-
374 separated organic materials from other solid waste; and (B) ensure that
375 such source-separated organic materials are recycled at any authorized
376 source-separated organic material composting facility that has available
377 capacity and that will accept such source-separated organic material.

378 Sec. 7. Section 10-248a of the general statutes is repealed and the
379 following is substituted in lieu thereof (*Effective from passage*):

380 For the fiscal year ending June 30, [2020] 2024, and each fiscal year

381 thereafter, notwithstanding any provision of the general statutes or any
382 special act, municipal charter, home rule ordinance or other ordinance,
383 [the board of finance in each town having a board of finance, the board
384 of selectmen in each town having no board of finance or the authority
385 making appropriations for the school district for each town] a local
386 board of education may deposit into a nonlapsing account any
387 unexpended funds from the prior fiscal year from the budgeted
388 appropriation for education, [for the town,] provided (1) such deposited
389 amount does not exceed two per cent of the total budgeted
390 appropriation for education for such prior fiscal year, (2) each
391 expenditure from such account shall be made only for educational
392 purposes, and (3) each such expenditure shall be authorized by the local
393 board of education for such town.

394 Sec. 8. Subdivision (2) of subsection (d) of section 10-51 of the general
395 statutes is repealed and the following is substituted in lieu thereof
396 (*Effective from passage*):

397 (2) [On and after June 7, 2006] For the fiscal year ending June 30, 2024,
398 and each fiscal year thereafter, a regional board of education, by a
399 majority vote of its members, may create a reserve fund for [capital and
400 nonrecurring] educational expenditures. Such fund shall thereafter be
401 termed ["reserve fund for capital and nonrecurring expenditures"]
402 "reserve fund for educational expenditures". The aggregate amount of
403 annual and supplemental appropriations by a district to such fund shall
404 not exceed two per cent of the annual district budget for such fiscal year.
405 Annual appropriations to such fund shall be included in the share of net
406 expenses to be paid by each member town. Supplemental
407 appropriations to such fund may be made from estimated fiscal year
408 end surplus in operating funds. Interest and investment earnings
409 received with respect to amounts held in the fund shall be credited to
410 such fund. The board shall annually submit a complete and detailed
411 report of the condition of such fund to the member towns. Upon the
412 recommendation and approval by the regional board of education, any
413 part or the whole of such fund may be used for [capital and
414 nonrecurring] educational expenditures. [, but such use shall be

415 restricted to the funding of all or part of the planning, construction,
416 reconstruction or acquisition of any specific capital improvement or the
417 acquisition of any specific item of equipment.] Upon the approval of any
418 such expenditure an appropriation shall be set up, plainly designated
419 for the [project or acquisition] educational expenditure for which it has
420 been authorized, [, and such unexpended appropriation may be
421 continued until such project or acquisition is completed.] Any
422 unexpended portion of such appropriation remaining [after such
423 completion] shall revert to said fund. If any authorized appropriation is
424 set up pursuant to the provisions of this subsection and through
425 unforeseen circumstances [the completion of the project or acquisition
426 for which such appropriation has been designated is impossible to
427 attain] the board is unable to expend the total amount of such
428 appropriation, the board, by a majority vote of its members, may
429 terminate such appropriation which then shall no longer be in effect.
430 Such fund may be discontinued, after the recommendation and
431 approval by the regional board of education, and any amounts held in
432 the fund shall be transferred to the general fund of the district.

433 Sec. 9. Section 10-221a of the 2024 supplement to the general statutes
434 is repealed and the following is substituted in lieu thereof (*Effective July*
435 *1, 2024*):

436 (a) For classes graduating from 1988 to 2003, inclusive, no local or
437 regional board of education shall permit any student to graduate from
438 high school or grant a diploma to any student who has not satisfactorily
439 completed a minimum of twenty credits, not fewer than four of which
440 shall be in English, not fewer than three in mathematics, not fewer than
441 three in social studies, not fewer than two in science, not fewer than one
442 in the arts or vocational education and not fewer than one in physical
443 education.

444 (b) For classes graduating from 2004 to 2022, inclusive, no local or
445 regional board of education shall permit any student to graduate from
446 high school or grant a diploma to any student who has not satisfactorily
447 completed a minimum of twenty credits, not fewer than four of which

448 shall be in English, not fewer than three in mathematics, not fewer than
449 three in social studies, including at least a one-half credit course on
450 civics and American government, not fewer than two in science, not
451 fewer than one in the arts or vocational education and not fewer than
452 one in physical education.

453 (c) [Commencing with] For classes graduating [in] from 2023 [, and
454 for each graduating class thereafter] to 2026, inclusive, no local or
455 regional board of education shall permit any student to graduate from
456 high school or grant a diploma to any student who has not satisfactorily
457 completed a minimum of twenty-five credits, including not fewer than:
458 (1) Nine credits in the humanities, including civics and the arts; (2) nine
459 credits in science, technology, engineering and mathematics; (3) one
460 credit in physical education and wellness; (4) one credit in health and
461 safety education, as described in section 10-16b; and (5) one credit in
462 world languages, subject to the provisions of subsection [(h)] (g) of this
463 section. A local or regional board of education may require a student to
464 complete a one credit mastery-based diploma assessment in order to
465 graduate from high school or be granted a diploma.

466 [(d) Commencing with classes graduating in 2025, and for each
467 graduating class thereafter, no local or regional board of education shall
468 permit any student to graduate from high school or grant a diploma to
469 any student who has not satisfied the requirements of section 10-221z
470 and not satisfactorily completed a minimum of twenty-five credits,
471 including not fewer than: (1) Nine credits in the humanities, including
472 civics and the arts; (2) nine credits in science, technology, engineering
473 and mathematics; (3) one credit in physical education and wellness; (4)
474 one credit in health and safety education, as described in section 10-16b;
475 and (5) one credit in world languages, subject to the provisions of
476 subsection (h) of this section. A local or regional board of education may
477 require a student to complete a one credit mastery-based diploma
478 assessment in order to graduate from high school or be granted a
479 diploma.]

480 [(e)] (d) Commencing with classes graduating in 2027, and for each

481 graduating class thereafter, no local or regional board of education shall
482 permit any student to graduate from high school or grant a diploma to
483 any student who has not satisfied the requirements of section 10-221z,
484 as amended by this act, and not satisfactorily completed a minimum of
485 twenty-five credits, including not fewer than: (1) Nine credits in the
486 humanities, including civics and the arts; (2) nine credits in science,
487 technology, engineering and mathematics; (3) one credit in physical
488 education and wellness; (4) one credit in health and safety education, as
489 described in section 10-16b; (5) one credit in world languages, subject to
490 the provisions of subsection [(h)] (g) of this section; and (6) one-half
491 credit in personal financial management and financial literacy, which
492 may count towards the requirement described in subdivision (1) or (2)
493 of this subsection or as an elective credit. [A local or regional board of
494 education may require a student to complete a one credit mastery-based
495 diploma assessment in order to graduate from high school or be granted
496 a diploma.]

497 [(f)] (e) Commencing with classes graduating in 2023, and for each
498 graduating class thereafter, local and regional boards of education shall
499 provide adequate student support and remedial services for students
500 beginning in grade seven. Such student support and remedial services
501 shall provide alternate means for a student to complete any of the high
502 school graduation requirements described in subsections (c) [to (e),
503 inclusive,] and (d) of this section, if such student is unable to
504 satisfactorily complete any of the required courses or exams. Such
505 student support and remedial services shall include, but not be limited
506 to, (1) allowing students to retake courses in summer school or through
507 an on-line course; (2) allowing students to enroll in a class offered at a
508 constituent unit of the state system of higher education, as defined in
509 section 10a-1, pursuant to subdivision (4) of subsection [(i)] (h) of this
510 section; (3) allowing students who received a failing score, as
511 determined by the Commissioner of Education, on an end of the school
512 year exam to take an alternate form of the exam; and (4) allowing those
513 students whose individualized education programs state that such
514 students are eligible for an alternate assessment to demonstrate

515 competency on any of the five core courses through success on such
516 alternate assessment.

517 [(g)] (f) Any student who presents a certificate from a physician,
518 physician assistant or advanced practice registered nurse stating that, in
519 the opinion of the physician, physician assistant or advanced practice
520 registered nurse, participation in physical education is medically
521 contraindicated because of the physical condition of such student, shall
522 be excused from the physical education requirement, provided the
523 credit for physical education may be fulfilled by an elective.

524 [(h)] (g) Determination of eligible credits shall be at the discretion of
525 the local or regional board of education, provided the primary focus of
526 the curriculum of eligible credits corresponds directly to the subject
527 matter of the specified course requirements. The local or regional board
528 of education may permit a student to graduate during a period of
529 expulsion pursuant to section 10-233d, if the board determines the
530 student has satisfactorily completed the necessary credits pursuant to
531 this section. The requirements of this section shall apply to any student
532 requiring special education pursuant to section 10-76a, except when the
533 planning and placement team for such student determines the
534 requirement not to be appropriate. For purposes of this section, a credit
535 shall consist of not less than the equivalent of a forty-minute class period
536 for each school day of a school year except for a credit or part of a credit
537 toward high school graduation earned (1) at an institution accredited by
538 the Board of Regents for Higher Education or Office of Higher
539 Education or regionally accredited, (2) through on-line coursework that
540 is in accordance with a policy adopted pursuant to subsection [(i)] (h) of
541 this section, or (3) through a demonstration of mastery based on
542 competency and performance standards, in accordance with guidelines
543 adopted by the State Board of Education.

544 [(i)] (h) Only courses taken in grades nine to twelve, inclusive, and
545 that are in accordance with the state-wide subject matter content
546 standards, adopted by the State Board of Education pursuant to section
547 10-4, shall satisfy the graduation requirements set forth in this section,

548 except that a local or regional board of education may grant a student
549 credit (1) toward meeting the high school graduation requirements
550 upon the successful demonstration of mastery of the subject matter
551 content described in this section achieved through educational
552 experiences and opportunities that provide flexible and multiple
553 pathways to learning, including cross-curricular graduation
554 requirements, career and technical education, virtual learning, work-
555 based learning, service learning, dual enrollment and early college,
556 courses taken in middle school, internships and student-designed
557 independent studies, provided such demonstration of mastery is in
558 accordance with such state-wide subject matter content standards; (2)
559 toward meeting a specified course requirement upon the successful
560 completion in grade seven or eight of any course, the primary focus of
561 which corresponds directly to the subject matter of a specified course
562 requirement in grades nine to twelve, inclusive; (3) toward meeting the
563 high school graduation requirement upon the successful completion of
564 a world language course (A) in grade six, seven or eight, (B) through on-
565 line coursework, or (C) offered privately through a nonprofit provider,
566 provided such student achieves a passing grade on an examination
567 prescribed, within available appropriations, by the Commissioner of
568 Education and such credits do not exceed four; (4) toward meeting the
569 high school graduation requirement upon achievement of a passing
570 grade on a subject area proficiency examination identified and
571 approved, within available appropriations, by the Commissioner of
572 Education, regardless of the number of hours the student spent in a
573 public school classroom learning such subject matter; (5) toward
574 meeting the high school graduation requirement upon the successful
575 completion of coursework during the school year or summer months at
576 an institution accredited by the Board of Regents for Higher Education
577 or Office of Higher Education or regionally accredited. One three-credit
578 semester course, or its equivalent, at such an institution shall equal one-
579 half credit for purposes of this section; (6) toward meeting the high
580 school graduation requirement upon the successful completion of on-
581 line coursework, provided the local or regional board of education has
582 adopted a policy in accordance with this subdivision for the granting of

583 credit for on-line coursework. Such a policy shall ensure, at a minimum,
584 that (A) the workload required by the on-line course is equivalent to that
585 of a similar course taught in a traditional classroom setting, (B) the
586 content is rigorous and aligned with curriculum guidelines approved
587 by the State Board of Education, where appropriate, (C) the course
588 engages students and has interactive components, which may include,
589 but are not limited to, required interactions between students and their
590 teachers, participation in on-line demonstrations, discussion boards or
591 virtual labs, (D) the program of instruction for such on-line coursework
592 is planned, ongoing and systematic, and (E) the courses are (i) taught by
593 teachers who are certified in the state or another state and have received
594 training on teaching in an on-line environment, or (ii) offered by
595 institutions of higher education that are accredited by the Board of
596 Regents for Higher Education or Office of Higher Education or
597 regionally accredited; or (7) toward meeting the high school graduation
598 requirement upon the successful completion of a credit recovery
599 program approved by the Commissioner of Education.

600 [(j)] (i) A local or regional board of education may offer one-half credit
601 in community service which, if satisfactorily completed, shall qualify for
602 high school graduation credit pursuant to this section, provided such
603 community service is supervised by a certified school administrator or
604 teacher and consists of not less than fifty hours of actual service that may
605 be performed at times when school is not regularly in session and not
606 less than ten hours of related classroom instruction. [For purposes of
607 this section, community service does not include partisan political
608 activities.] The State Board of Education shall assist local and regional
609 boards of education in meeting the requirements of this section. [The
610 State Board of Education shall award a community service recognition
611 award to any student who satisfactorily completes fifty hours or more
612 of community service in accordance with the provisions of this
613 subsection.]

614 [(k)] (j) (1) A local or regional board of education may award a
615 diploma to a veteran, as defined in subsection (a) of section 27-103,
616 which veteran or person served during World War II or the Korean

617 hostilities, as described in section 51-49h, or during the Vietnam Era, as
618 defined in section 27-103, withdrew from high school prior to
619 graduation in order to serve in the armed forces of the United States and
620 did not receive a diploma as a consequence of such service.

621 (2) A local or regional board of education may award a diploma to
622 any person who (A) withdrew from high school prior to graduation to
623 work in a job that assisted the war effort during World War II, December
624 7, 1941, to December 31, 1946, inclusive, (B) did not receive a diploma as
625 a consequence of such work, and (C) has been a resident of the state for
626 at least fifty consecutive years.

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

635 (B) If no such local or regional board of education can be identified,
636 the Department of Children and Families shall determine whether a
637 student educated under the oversight of the education unit of the
638 department who is seventeen years of age or older has satisfactorily
639 completed the minimum credits required pursuant to this section for
640 students graduating in the year in which a diploma is sought by such
641 student and the department shall award a diploma to any such student
642 who has met such requirement.

643 [(l)] (k) For the school year commencing July 1, 2012, and each school
644 year thereafter, each local and regional board of education shall create a
645 student success plan for each student enrolled in a public school,
646 beginning in grade six. Such student success plan shall include a
647 student's career and academic choices in grades six to twelve, inclusive.
648 Beginning in grade six, such student success plan shall provide evidence

649 of career exploration in each grade including, but not limited to, careers
650 in manufacturing. The Department of Education shall revise and issue
651 to local and regional boards of education guidance regarding changes
652 to such student success plans. On and after July 1, 2020, in creating such
653 student success plans, consideration shall be given to career and
654 academic choices in computer science, science, technology, engineering
655 and mathematics. On and after July 1, 2021, such student success plans
656 shall be created, if possible, in collaboration with each student and the
657 parent or guardian of such student. On and after July 1, 2022, such
658 student success plans shall, to the extent it does not conflict with the
659 career choices of the student or such student's parent or guardian,
660 include an academic plan that is in compliance with the challenging
661 curriculum policy adopted by the local or regional board of education
662 pursuant to section 10-221x, as amended by this act. On and after July 1,
663 2024, in creating such student success plans, consideration shall be given
664 to enrollment opportunities in the Technical Education and Career
665 System.

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

674 Sec. 10. Section 10-221z of the 2024 supplement to the general statutes
675 is repealed and the following is substituted in lieu thereof (*Effective July*
676 *1, 2024*):

677 (a) No local or regional board of education shall permit any student
678 to graduate from high school or grant a diploma to any student
679 pursuant to section 10-221a, as amended by this act, unless such student
680 has (1) completed a Free Application for Federal Student Aid, (2)
681 completed and submitted to a public institution of higher education an

682 application for institutional financial aid for students without legal
683 immigration status established pursuant to section 10a-161d, or (3)
684 completed a waiver, in accordance with the provisions of subsection (b)
685 of this section and on a form prescribed by the Commissioner of
686 Education, signed by such minor student's parent or legal guardian or
687 by such student if such student is a legally emancipated minor or
688 eighteen years of age or older.

689 (b) Any waiver completed by a student pursuant to subdivision (3)
690 of subsection (a) of this section shall require the parent, legal guardian
691 or student to affirm that such parent, legal guardian or student
692 understands the Free Application for Federal Student Aid, and shall not
693 require the parent, legal guardian or student to state any reasons for
694 choosing not to complete a Free Application for Federal Student Aid or
695 the application for institutional financial aid for students without legal
696 immigration status. On and after March fifteenth of the school year, a
697 principal, school counselor, teacher or other certified educator may
698 complete such waiver on behalf of any student who has not satisfied any
699 of the requirements described in subsection (a) of this section, if such
700 principal, school counselor, teacher or other certified educator affirms
701 that they have made a good faith effort to contact the parent, legal
702 guardian or student about completion of the Free Application for
703 Federal Student Aid or an application for institutional financial aid for
704 students without legal immigration status.

705 (c) The provisions of this section shall not apply to any student
706 enrolled in an incorporated or endowed high school or academy
707 approved pursuant to section 10-34 and who holds an F-1 visa.

708 Sec. 11. Subsection (b) of section 10-76ll of the 2024 supplement to the
709 general statutes is repealed and the following is substituted in lieu
710 thereof (*Effective July 1, 2024*):

711 (b) On or before July 1, 2015, the State Board of Education shall draft
712 a written bill of rights for parents of children receiving special education
713 services to guarantee that the rights of such parents and children are

714 adequately safeguarded and protected during the provision of special
715 education and related services until such children have graduated from
716 high school or at the end of the school year during which such children
717 reaches age twenty-two, whichever occurs first, under this chapter. Such
718 bill of rights shall inform parents of: (1) The right to request
719 consideration of the provision of transition services for a child receiving
720 special education services who is eighteen until such child has
721 graduated from high school or at the end of the school year during
722 which such child reaches age twenty-two, whichever occurs first, (2) the
723 right to receive transition resources and materials from the department
724 and the local or regional board of education responsible for such child,
725 (3) the requirement that the local or regional board of education
726 responsible for such child shall create a student success plan for each
727 student enrolled in a public school, beginning in grade six, pursuant to
728 subsection [(l)] (k) of section 10-221a, as amended by this act, and (4) the
729 right of such child to receive realistic and specific postgraduation goals
730 as part of such child's individualized education program.

731 Sec. 12. Subsection (b) of section 10-221x of the 2024 supplement to
732 the general statutes is repealed and the following is substituted in lieu
733 thereof (*Effective July 1, 2024*):

734 (b) Each local and regional board of education shall create an
735 academic plan for each student identified under the criteria described in
736 subdivision (1) of subsection (a) of this section. In creating an academic
737 plan for a student, such plan shall be designed to enroll such student in
738 one or more advanced course or programs and allow such student to
739 earn college credit or result in career readiness. Each academic plan shall
740 be aligned with (1) the courses or programs offered by the local or
741 regional board of education, (2) such student's student success plan
742 created pursuant to subsection [(l)] (k) of section 10-221a, as amended
743 by this act, (3) the high school graduation requirements under section
744 10-221a, as amended by this act, and (4) any other policies or standards
745 adopted by the board relating to the eligibility for student enrollment in
746 advanced courses or programs. A student, or the parent or guardian of
747 a student, may decline to implement the provisions of an academic plan

748 created for such student.

749 Sec. 13. Subsections (c) and (d) of section 10-233a of the general
750 statutes are repealed and the following is substituted in lieu thereof
751 (*Effective July 1, 2024*):

752 (c) "In-school suspension" means an exclusion from regular
753 classroom activity for no more than [ten] five consecutive school days,
754 but not exclusion from school, provided such exclusion shall not extend
755 beyond the end of the school year in which such in-school suspension
756 was imposed.

757 (d) "Suspension" means an exclusion from school privileges or from
758 transportation services only, [for no more than ten consecutive school
759 days,] provided such exclusion shall not extend beyond the end of the
760 school year in which such suspension was imposed.

761 Sec. 14. Subsection (g) of section 10-233c of the general statutes is
762 repealed and the following is substituted in lieu thereof (*Effective July 1,*
763 *2024*):

764 (g) On and after July 1, 2015, all suspensions pursuant to this section
765 shall be in-school suspensions, except a local or regional board of
766 education may authorize the administration of schools under its
767 direction to impose an out-of-school suspension on any pupil in (1)
768 grades three to twelve, inclusive, if, during the hearing held pursuant to
769 subsection (a) of this section, (A) the administration determines that the
770 pupil being suspended poses such a danger to persons or property or
771 such a disruption of the educational process that the pupil shall be
772 excluded from school during the period of suspension, or (B) the
773 administration determines that an out-of-school suspension is
774 appropriate for such pupil based on evidence of (i) previous disciplinary
775 problems that have led to suspensions or expulsion of such pupil, and
776 (ii) efforts by the administration to address such disciplinary problems
777 through means other than out-of-school suspension or expulsion,
778 including positive behavioral support strategies, or (2) grades preschool
779 to two, inclusive, if during the hearing held pursuant to subsection (a)

780 of this section, the administration (A) determines that an out-of-school
781 suspension is appropriate for such pupil based on evidence that such
782 pupil's conduct on school grounds is [of a violent or sexual nature that
783 endangers persons] behavior that causes physical harm, (B) requires
784 that such pupil receives services that are trauma-informed and
785 developmentally appropriate and align with any behavioral
786 intervention plan, individualized education program or plan pursuant
787 to Section 504 of the Rehabilitation Act of 1973, as amended from time
788 to time, for such pupil upon such pupil's return to school immediately
789 following the out-of-school suspension, and (C) considers whether to
790 convene a planning and placement team meeting for the purposes of
791 conducting an evaluation to determine whether such pupil may require
792 special education or related services. An out-of-school suspension
793 imposed under subdivision (1) of this subsection shall not exceed ten
794 school days, and an out-of-school suspension imposed under
795 subdivision (2) of this subsection shall not exceed five school days. An
796 in-school suspension may be served in the school that the pupil attends,
797 or in any school building under the jurisdiction of the local or regional
798 board of education, as determined by such board. Nothing in this
799 section shall limit a person's duty as a mandated reporter pursuant to
800 section 17-101a to report suspected child abuse or neglect.

801 Sec. 15. Section 10-233p of the 2024 supplement to the general statutes
802 is repealed and the following is substituted in lieu thereof (*Effective July*
803 *1, 2024*):

804 Each school resource officer, as defined in section 10-233m, as
805 amended by this act, shall submit to the chief of police of such school
806 resource officer's local law enforcement agency a report for each
807 investigation or behavioral intervention of challenging behavior or
808 conflict that escalates to violence or constitutes a crime conducted by
809 such school resource officer not later than five school days after
810 conducting such investigation or behavioral intervention. The chief of
811 police shall submit such report to the superintendent of schools for the
812 school district in which such investigation or behavioral intervention
813 occurred in accordance with the provisions of the memorandum of

814 understanding entered into pursuant to section 10-233m, as amended
815 by this act, but shall be not less frequently than monthly. If the chief of
816 police of the school resource officer's local law enforcement agency is
817 not certified by the Police Officer Standards and Training Council
818 pursuant to section 7-294d, such school resource officer shall submit
819 such report directly to the superintendent of schools for the school
820 district in which such investigation or behavioral intervention occurred
821 in the same manner specified in this section for the chief of police to
822 submit such report. Such superintendent shall submit such report to the
823 local or regional board of education of the school district. Such report
824 shall include, but need not be limited to, (1) the date, time and location
825 of such investigation or behavioral intervention, (2) the name and badge
826 number of such school resource officer, (3) the race, ethnicity, gender,
827 age and disability status for each student involved in such investigation
828 or behavioral intervention, (4) the reason for and nature of such
829 investigation or behavioral intervention, (5) the disposition of such
830 investigation or behavioral intervention, and (6) whether any student
831 involved in such investigation or behavioral intervention was (A)
832 searched, (B) apprised of such student's constitutional rights, (C) issued
833 a citation or a summons, (D) arrested, or (E) detained, including the
834 amount of time such student was detained. For purposes of this section,
835 "investigation or behavioral intervention" means a circumstance in
836 which a school resource officer is conducting (i) a fact-finding inquiry
837 concerning student behavior or school safety, including, but not limited
838 to, emergency circumstances, or (ii) an intervention to resolve violent or
839 nonviolent student behavior or conflicts.

840 Sec. 16. Subsection (a) of section 10-222q of the 2024 supplement to
841 the general statutes is repealed and the following is substituted in lieu
842 thereof (*Effective July 1, 2024*):

843 (a) There is established a social and emotional learning and school
844 climate advisory collaborative. The collaborative shall (1) collect
845 information concerning the school climate improvement efforts of local
846 and regional boards of education, (2) document any needs articulated
847 by local and regional boards of education for technical assistance and

848 training relating to fostering positive school climates, (3) identify best
849 practices for promoting positive school climates, (4) direct resources to
850 support state-wide and local initiatives on issues relating to fostering
851 and improving positive school climates and improving access to social
852 and emotional learning in schools, (5) develop an assessment for
853 screening students in grades three to twelve, inclusive, to determine
854 whether such students are at risk for suicide, (6) develop a biennial state-
855 wide school climate survey, as described in subsection (c) of section 2 of
856 public act 19-166, (7) develop a model positive school climate policy, as
857 described in subsection (a) of section 2 of public act 19-166, (8) develop
858 a plain language explanation of the rights and remedies available under
859 sections 10-4a and 10-4b for distribution to parents and guardians
860 pursuant to subdivision (2) of subsection (c) of section 10-222d, and
861 provide such explanation to each local and regional board of education
862 not later than January 1, 2021, (9) develop school climate survey
863 standards, including, but not limited to, standards for the collection of
864 data on diversity, equity and inclusion and for the reduction in
865 disparities in data collection between school districts, (10) develop a
866 model school climate improvement plan, and [(9)] (11) perform other
867 functions concerning social and emotional learning and fostering
868 positive school climates.

869 Sec. 17. Subsection (a) of section 10-222q of the 2024 supplement to
870 the general statutes, as amended by section 65 of public act 23-167, is
871 repealed and the following is substituted in lieu thereof (*Effective July 1,*
872 *2025*):

873 (a) There is established a social and emotional learning and school
874 climate advisory collaborative. The collaborative shall (1) collect
875 information concerning the school climate improvement efforts of local
876 and regional boards of education, (2) document any needs articulated
877 by local and regional boards of education for technical assistance and
878 training relating to fostering positive school climates, (3) identify best
879 practices for promoting positive school climates, (4) direct resources to
880 support state-wide and local initiatives on issues relating to fostering
881 and improving positive school climates and improving access to social

882 and emotional learning in schools, (5) develop an assessment for
883 screening students in grades three to twelve, inclusive, to determine
884 whether such students are at risk for suicide, (6) develop a biennial state-
885 wide school climate survey, as described in subsection (c) of section 2 of
886 public act 19-166, (7) adopt a Connecticut school climate policy, as
887 defined in section 10-222aa, as amended by this act, (8) develop a plain
888 language explanation of the rights and remedies available under
889 sections 10-4a and 10-4b for distribution to parents and guardians, and
890 provide such explanation to each local and regional board of education
891 not later than January 1, 2021, (9) develop standards for a school climate
892 survey, including, but not limited to, standards for the collection of data
893 on diversity, equity and inclusion and for the reduction in disparities in
894 data collection between school districts, (10) develop a model school
895 climate improvement plan, and [(9)] (11) perform other functions
896 concerning social and emotional learning and fostering positive school
897 climates.

898 Sec. 18. Subdivision (12) of section 10-222aa of the 2024 supplement
899 to the general statutes is repealed and the following is substituted in lieu
900 thereof (*Effective July 1, 2024*):

901 (12) "School climate survey" means a research-based, validated and
902 developmentally appropriate survey administered to students, school
903 employees and families of students, in the predominant languages of
904 the members of the school community, that (A) measures and identifies
905 school climate needs and tracks progress through a school climate
906 improvement plan, and (B) (i) meets the school climate survey standards
907 developed by the social and emotional learning and school climate
908 advisory collaborative, established pursuant to section 10-222q, as
909 amended by this act, or (ii) is the state-wide school climate survey
910 developed by said collaborative.

911 Sec. 19. Subsection (a) of section 10-222hh of the 2024 supplement to
912 the general statutes is repealed and the following is substituted in lieu
913 thereof (*Effective July 1, 2024*):

914 (a) For the school year commencing July 1, 2025, and each school year
915 thereafter, the school climate specialist, as described in section 10-222ee,
916 for each school, in collaboration with the school climate coordinator, as
917 described in section 10-222dd, shall develop, and update as necessary, a
918 school climate improvement plan. Such plan shall be based on the
919 results of the school climate survey, administered pursuant to section
920 10-222gg, any recommendations from the school climate committee, as
921 described in section 10-222ff, the protocols and supports, described in
922 subsection (b) of this section and any other data the school climate
923 specialist and school climate coordinator deemed relevant. Such plan
924 [shall be submitted] may incorporate the model school climate
925 improvement plan developed by the social and emotional learning and
926 school climate advisory collaborative, established pursuant to section
927 10-222q, as amended by this act. The school climate specialist shall
928 submit such plan to the school climate coordinator for review and
929 approval on or before December thirty-first of each school year. Upon
930 approval of such plan, a written or electronic copy of such plan shall be
931 made available to members of the school community and such plan shall
932 be used in the prevention of, identification of and response to
933 challenging behavior.

934 Sec. 20. (NEW) (*Effective July 1, 2024*) The Department of Education
935 shall, within available appropriations, appoint a director of school
936 climate improvement to serve as the state-wide social and emotional
937 learning and school climate expert. The director of school climate
938 improvement shall (1) assist local and regional boards of education with
939 the implementation of (A) sections 10-222t to 10-222v, inclusive, and
940 sections 10-222aa to 10-222jj, inclusive, of the general statutes, as
941 amended by this act, and (B) the Connecticut school climate policy, as
942 defined in section 10-222aa of the general statutes, as amended by this
943 act, (2) assist the social and emotional learning and school climate
944 advisory collaborative, established pursuant to section 10-222q of the
945 general statutes, as amended by this act, in the development and
946 implementation of tools and best practices related to school climate and
947 culture, including, but not limited to, the development of a model school

948 climate survey and a model school climate improvement plan, (3)
949 provide information and assistance to local and regional boards of
950 education, students and parents and guardians of students on the
951 uniform bullying complaint form created pursuant to section 10-222bb
952 of the general statutes, (4) not later than January 1, 2026, and annually
953 thereafter, submit a report, in accordance with the provisions of section
954 11-4a of the general statutes, to the joint standing committee of the
955 General Assembly having cognizance of matters relating to education
956 on recommendations for best practices and improvement of school
957 climate improvement strategies in this state, (5) assist school climate
958 coordinators, appointed pursuant to section 10-222dd of the general
959 statutes, in the development of a continuum of strategies to prevent,
960 identify and respond to challenging behavior, (6) develop and provide
961 technical assistance and recommendations, in collaboration with the
962 social and emotional learning and school climate advisory collaborative,
963 to local and regional boards of education on trainings for school
964 employees for the purposes of school climate improvement, and (7) in
965 collaboration with the social and emotional learning and school climate
966 advisory collaborative, develop strategies to improve the delivery of
967 services concerning social and emotional learning, skills building and
968 mental health supports.

969 Sec. 21. (*Effective from passage*) (a) As used in this section:

970 (1) "At-risk student" means a student who is enrolled in high school
971 and is in danger of not graduating for reasons including, but not limited
972 to, (A) not earning sufficient credits to meet the high school graduation
973 requirements under section 10-221a of the general statutes, as amended
974 by this act, (B) being a chronically absent child, or (C) behavioral and
975 other disciplinary issues, such as suspensions and expulsions;

976 (2) "Chronically absent child" has the same meaning as provided in
977 section 10-198c of the general statutes; and

978 (3) "Disconnected youth" means an individual who is fourteen to
979 twenty-six years of age, inclusive, and who is (A) an at-risk student, or

980 (B) not enrolled in high school, and (i) has not obtained a high school
981 diploma or its equivalent, (ii) has obtained a high school diploma or its
982 equivalent but is unemployed and not enrolled in an adult education
983 program, institution of higher education or otherwise pursuing
984 postsecondary education, or a workforce training or certification
985 program, including an apprenticeship program, or (iii) is incarcerated.

986 (b) The Connecticut Preschool Through Twenty and Workforce
987 Information Network, established pursuant to section 10a-57g of the
988 general statutes, shall develop a plan to establish a state-wide data
989 intermediary that is responsible for (1) providing technical support, (2)
990 creating data sharing agreements, and (3) building and maintaining the
991 infrastructure necessary to share data between nonprofit organizations
992 serving disconnected youth. Not later than January 1, 2025, the
993 executive board of the Connecticut Preschool Through Twenty and
994 Workforce Information Network shall submit such plan to the joint
995 standing committee of the General Assembly having cognizance of
996 matters relating to education, in accordance with the provisions of
997 section 11-4a of the general statutes.

998 Sec. 22. (*Effective from passage*) Not later than January 1, 2025, and
999 annually thereafter, the executive board of the Connecticut Preschool
1000 Through Twenty and Workforce Information Network, established
1001 pursuant to section 10a-57g of the general statutes, shall submit an
1002 annual report on disconnected youth. In developing such report, the
1003 executive board shall use the data model established through the data
1004 sharing agreement 0043 regarding Research on Disengaged and
1005 Disconnected Youth in Connecticut. The executive board shall submit
1006 such report to the joint standing committees of the General Assembly
1007 having cognizance of matters relating to education, children, the
1008 judiciary, labor, human services, public health and appropriations, in
1009 accordance with the provisions of section 11-4a of the general statutes.
1010 As used in this section, "disconnected youth" has the same meaning as
1011 provided in section 21 of this act.

1012 Sec. 23. (NEW) (*Effective July 1, 2024*) (a) As used in this section:

1013 (1) "Education records" has the same meaning as provided in 34 CFR
1014 99.3, as amended from time to time; and

1015 (2) "Youth service bureau" means a youth service bureau established
1016 pursuant to section 10-19m of the general statutes, as amended by this
1017 act.

1018 (b) A local or regional board of education shall, upon request of the
1019 youth service bureau that provides services for such board, enter into a
1020 memorandum of understanding with such youth service bureau
1021 regarding the circumstances under which educational records of
1022 students may be shared between the board and the youth service bureau
1023 in the provision of services for which such youth service bureau is
1024 providing for such board.

1025 (c) Any memorandum of understanding entered into under this
1026 section shall require that the local or regional board of education shall
1027 provide, and such youth service bureau shall receive and maintain, any
1028 educational records of students in a manner that is in accordance with
1029 the Family Educational Rights and Privacy Act of 1974, 20 USC 1232g,
1030 as amended from time to time, and 34 CFR 99.1 et seq., as amended from
1031 time to time.

1032 Sec. 24. Subsection (a) of section 10-19m of the general statutes is
1033 repealed and the following is substituted in lieu thereof (*Effective July 1,*
1034 *2024*):

1035 (a) For the purposes of this section, "youth" means a person from birth
1036 to eighteen years of age. Any one or more municipalities or any one or
1037 more private youth-serving organizations, designated to act as agents
1038 of one or more municipalities or local or regional boards of education,
1039 may establish a multipurpose youth service bureau for the purposes of
1040 evaluation, planning, coordination and implementation of services,
1041 including prevention and intervention programs for delinquent,
1042 predelinquent, pregnant, parenting and troubled youths referred to
1043 such bureau by [schools] local or regional boards of education, police,
1044 juvenile courts, adult courts, local youth-serving agencies, parents and

1045 self-referrals. A youth service bureau shall be the coordinating unit of
1046 community-based services to provide comprehensive delivery of
1047 prevention, intervention, treatment and follow-up services.

1048 Sec. 25. Section 10-74j of the general statutes is repealed and the
1049 following is substituted in lieu thereof (*Effective July 1, 2024*):

1050 (a) As used in this section, "alternative education" means a school or
1051 program maintained and operated by a local or regional board of
1052 education that is offered to students in a nontraditional educational
1053 setting and addresses the social, emotional, behavioral and academic
1054 needs of such students.

1055 (b) A local or regional board of education may provide alternative
1056 education to students, in accordance with guidelines established by the
1057 State Board of Education pursuant to section 10-74k. A local or regional
1058 board of education may use space in an existing school or establish a
1059 new school for the purposes of providing alternative education to
1060 students. Alternative education shall be provided in accordance with
1061 the provisions of sections 10-15 and 10-16 and shall be subject to all
1062 federal and state laws governing public schools.

1063 (c) Each local and regional board of education shall make available
1064 on its Internet web site information relating to alternative education
1065 offered under this section, including, but not limited to, the purpose,
1066 location, contact information, staff directory and enrollment criteria for
1067 such alternative education.

1068 (d) For the school year commencing July 1, 2024, and each school year
1069 thereafter, any local or regional board of education that includes a credit
1070 recovery program as part of its alternative education provided under
1071 this section shall permit any student enrolled in a traditional school
1072 program offered by such board and who is at risk of not graduating to
1073 enroll in such credit recovery program while still enrolled in the
1074 traditional school program.

1075 Sec. 26. Section 4-124ll of the general statutes is repealed and the

1076 following is substituted in lieu thereof (*Effective July 1, 2024*):

1077 (a) On or before July 1, 2023, the Chief Workforce Officer, in
1078 consultation with the Commissioner of Education, the executive
1079 director of the Technical Education and Career System and the Labor
1080 Commissioner, shall develop a model student work release policy. Not
1081 later than July 1, 2023, the Chief Workforce Officer shall report, in
1082 accordance with the provisions of section 11-4a, regarding such model
1083 student work release policy to the joint standing committees of the
1084 General Assembly having cognizance of matters relating to education,
1085 commerce and labor.

1086 (b) The Chief Workforce Officer, in consultation with the
1087 Commissioner of Education, may update the model student work
1088 release policy developed pursuant to subsection (a) of this section as
1089 needed. The Chief Workforce Officer shall notify each local and regional
1090 board of education of such updated model student work release policy.

1091 (c) For the school year commencing July 1, 2024, and each school year
1092 thereafter, each local and regional board of education shall adopt the
1093 model student work release policy developed pursuant to subsection (a)
1094 of this section or the most recent updated model student work release
1095 policy developed pursuant to subsection (b) of this section.

1096 Sec. 27. (*Effective July 1, 2024*) (a) The executive director of the
1097 Connecticut Association of Boards of Education, or the executive
1098 director's designee, may convene a working group to conduct a review
1099 of and make recommendations regarding the high school graduation
1100 requirements, described in section 10-221a of the general statutes, as
1101 amended by this act, for the purpose of identifying those requirements
1102 that have the effect of limiting or restricting the provision of instruction
1103 or services to students.

1104 (b) The working group shall consist of the following members:

1105 (1) A representative from each of the following organizations,
1106 designated by each such organization:

- 1107 (A) The Connecticut Association of Boards of Education;
- 1108 (B) The Connecticut Association of Public School Superintendents;
- 1109 (C) The Connecticut PTA;
- 1110 (D) The American Federation of Teachers-Connecticut;
- 1111 (E) The Connecticut Education Association;
- 1112 (F) The Connecticut Association of Schools;
- 1113 (G) The Connecticut Federation of School Administrators;
- 1114 (H) The Connecticut School Counselor Association;
- 1115 (I) The Connecticut Association for Health, Physical Education,
1116 Recreation and Dance; and
- 1117 (J) The education and workforce affiliate of the Connecticut Business
1118 and Industry Association;
- 1119 (2) The chairpersons and ranking members of the joint standing
1120 committee of the General Assembly having cognizance of matters
1121 relating to education, or the chairpersons' and ranking members'
1122 designees;
- 1123 (3) The Commissioner of Education, or the commissioner's designee;
1124 and
- 1125 (4) Any additional member deemed appropriate by the chairperson
1126 of the working group.
- 1127 (c) All initial appointments to the working group shall be made not
1128 later than thirty days after the effective date of this section. Any vacancy
1129 shall be filled by the appointing authority.
- 1130 (d) The executive director of the Connecticut Association of Boards
1131 of Education, or the executive director's designee, shall serve as the

1132 chairperson of the working group. The chairperson shall schedule the
1133 first meeting of the working group, which shall be held not later than
1134 sixty days after the effective date of this section.

1135 (e) The working group may provide an opportunity for public
1136 comment or seek input from students, parents, educators, boards of
1137 education and other education stakeholders while conducting the
1138 review and developing its recommendations under this section.

1139 (f) Not later than January 1, 2026, the working group shall submit a
1140 report on its review of such graduation requirements and its
1141 recommendations for revisions to such graduation requirements to the
1142 joint standing committee of the General Assembly having cognizance of
1143 matters relating to education, in accordance with the provisions of
1144 section 11-4a of the general statutes. The working group shall terminate
1145 on the date that it submits such report or July 1, 2026, whichever is later.

1146 Sec. 28. (*Effective July 1, 2024*) (a) The president of the Connecticut
1147 Education Association, or the president's designee, and the president of
1148 the American Federation of Teachers-Connecticut, or the president's
1149 designee, may jointly convene a working group to conduct a review of
1150 (1) high school grading policies in use by local and regional boards of
1151 education, (2) the accountability index, as defined in section 10-223e of
1152 the general statutes, and (3) the information and data selected by the
1153 Department of Education in the calculation of accountability index
1154 scores for school districts.

1155 (b) The working group shall consist of the following members:

1156 (1) A representative from each of the following organizations,
1157 designated by each such organization:

1158 (A) The Connecticut Association of Boards of Education;

1159 (B) The Connecticut Association of Public School Superintendents;

1160 (C) The Connecticut PTA;

- 1161 (D) The American Federation of Teachers-Connecticut;
- 1162 (E) The Connecticut Education Association;
- 1163 (F) The Connecticut Association of Schools;
- 1164 (G) The Connecticut Federation of School Administrators;
- 1165 (H) The Connecticut School Counselor Association;
- 1166 (I) The Connecticut Association for Health, Physical Education,
1167 Recreation and Dance; and
- 1168 (J) The education and workforce affiliate of the Connecticut Business
1169 and Industry Association;
- 1170 (2) The chairpersons and ranking members of the joint standing
1171 committee of the General Assembly having cognizance of matters
1172 relating to education, or the chairpersons' and ranking members'
1173 designees;
- 1174 (3) The Commissioner of Education, or the commissioner's designee;
1175 and
- 1176 (4) Any additional member deemed appropriate by the
1177 cochairpersons of the working group.
- 1178 (c) All initial appointments to the working group shall be made not
1179 later than thirty days after the effective date of this section. Any vacancy
1180 shall be filled by the appointing authority.
- 1181 (d) The president of the Connecticut Education Association, or the
1182 president's designee, and the president of the American Federation of
1183 Teachers-Connecticut, or the president's designee, shall serve as the
1184 cochairpersons of the working group. The cochairpersons shall jointly
1185 schedule the first meeting of the working group, which shall be held not
1186 later than sixty days after the effective date of this section.
- 1187 (e) The working group may provide an opportunity for public

1188 comment or seek input from students, parents, educators, boards of
1189 education and other education stakeholders while conducting the
1190 review and developing its recommendations under this section.

1191 (f) Not later than January 1, 2026, the working group shall submit a
1192 report on its review of high school grading policies, the accountability
1193 index and the calculation of the accountability index to the joint
1194 standing committee of the General Assembly having cognizance of
1195 matters relating to education, in accordance with the provisions of
1196 section 11-4a of the general statutes. The working group shall terminate
1197 on the date that it submits such report or July 1, 2026, whichever is later.

1198 Sec. 29. (*Effective from passage*) (a) There is established a task force to
1199 develop recommendations for the creation and administration of a state-
1200 wide program for the delivery of bereavement and grief counseling
1201 services to children and families at no cost to participants. The task force
1202 shall make recommendations for (1) the appropriate agency or agencies
1203 to administer such program, (2) the scope of services offered by such
1204 program, including, but not limited to, the provision of culturally
1205 informed services and services to marginalized communities, (3) the
1206 role that existing bereavement and grief counseling services programs
1207 and school-based health centers should have in the delivery of services
1208 under such program, (4) the delivery of services by such program in
1209 areas of the state where such services do not currently exist or are not
1210 sufficient, and the resources that will be needed to deliver services to
1211 such areas, (5) long-term funding sources for such program, and (6) any
1212 additional considerations identified by the task force.

1213 (b) The task force shall consist of the following members:

1214 (1) One appointed by the speaker of the House of Representatives,
1215 who shall be a representative of a bereavement and grief counseling
1216 services program that serves children and families;

1217 (2) One appointed by the president pro tempore of the Senate, who
1218 shall be a representative of a state-wide association of school-based
1219 health centers;

1220 (3) One appointed by the majority leader of the House of
1221 Representatives, who shall be a representative of a state-wide
1222 association of school counselors;

1223 (4) One appointed by the majority leader of the Senate, who shall be
1224 a representative of the state chapter of a national nonprofit organization
1225 that works to improve the lives of children and families;

1226 (5) One appointed by the minority leader of the House of
1227 Representatives, who shall be a representative of a child study center
1228 affiliated with a medical school in the state;

1229 (6) One appointed by the minority leader of the Senate, who shall be
1230 a psychologist licensed pursuant to chapter 383 of the general statutes,
1231 who has expertise in treating bereaved children;

1232 (7) One appointed jointly by the House chairperson and the House
1233 ranking member of the joint standing committee of the General
1234 Assembly having cognizance of matters relating to education, who has
1235 experience with grief and bereavement;

1236 (8) One appointed jointly by the Senate chairperson and the Senate
1237 ranking member of the joint standing committee of the General
1238 Assembly having cognizance of matters relating to education, who is a
1239 representative of the Connecticut Association of School Psychologists;

1240 (9) The Commissioner of Public Health, or the commissioner's
1241 designee;

1242 (10) The Commissioner of Children and Families, or the
1243 commissioner's designee;

1244 (11) The Commissioner of Mental Health and Addiction Services, or
1245 the commissioner's designee;

1246 (12) The Commissioner of Education, or the commissioner's designee;
1247 and

1248 (13) The executive director of the Commission on Women, Children,
1249 Seniors, Equity and Opportunity, or the executive director's designee.

1250 (c) Any member of the task force appointed under subdivision (1),
1251 (2), (3), (4), (5), (6), (7) or (8) of subsection (b) of this section may be a
1252 member of the General Assembly.

1253 (d) All initial appointments to the task force shall be made not later
1254 than thirty days after the effective date of this section. Any vacancy shall
1255 be filled by the appointing authority.

1256 (e) The speaker of the House of Representatives and the president pro
1257 tempore of the Senate shall select the chairpersons of the task force from
1258 among the members of the task force. Such chairpersons shall schedule
1259 the first meeting of the task force, which shall be held not later than sixty
1260 days after the effective date of this section.

1261 (f) The administrative staff of the Commission on Women, Children,
1262 Seniors, Equity and Opportunity shall serve as administrative staff of
1263 the task force.

1264 (g) Not later than July 1, 2025, the task force shall submit a report on
1265 its findings and recommendations to the joint standing committees of
1266 the General Assembly having cognizance of matters relating to public
1267 health and children, in accordance with the provisions of section 11-4a
1268 of the general statutes. The task force shall terminate on the date that it
1269 submits such report or July 1, 2025, whichever is later.

1270 Sec. 30. Section 1 of public act 23-160 is repealed. *(Effective July 1, 2024)*

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2024</i>	New section
Sec. 2	<i>July 1, 2024</i>	10-220a(a)
Sec. 3	<i>July 1, 2025</i>	10-220a(a)
Sec. 4	<i>July 1, 2024</i>	10-222d(b)
Sec. 5	<i>July 1, 2024</i>	10-233m

Sec. 6	July 1, 2024	22a-226e(a)
Sec. 7	from passage	10-248a
Sec. 8	from passage	10-51(d)(2)
Sec. 9	July 1, 2024	10-221a
Sec. 10	July 1, 2024	10-221z
Sec. 11	July 1, 2024	10-76ll(b)
Sec. 12	July 1, 2024	10-221x(b)
Sec. 13	July 1, 2024	10-233a(c) and (d)
Sec. 14	July 1, 2024	10-233c(g)
Sec. 15	July 1, 2024	10-233p
Sec. 16	July 1, 2024	10-222q(a)
Sec. 17	July 1, 2025	10-222q(a)
Sec. 18	July 1, 2024	10-222aa(12)
Sec. 19	July 1, 2024	10-222hh(a)
Sec. 20	July 1, 2024	New section
Sec. 21	from passage	New section
Sec. 22	from passage	New section
Sec. 23	July 1, 2024	New section
Sec. 24	July 1, 2024	10-19m(a)
Sec. 25	July 1, 2024	10-74j
Sec. 26	July 1, 2024	4-124ll
Sec. 27	July 1, 2024	New section
Sec. 28	July 1, 2024	New section
Sec. 29	from passage	New section
Sec. 30	July 1, 2024	Repealer section

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 \$
Education, Dept.	GF - Cost	51,500	103,000
State Comptroller - Fringe Benefits ¹	GF - Cost	21,243	42,487

Note: GF=General Fund

Municipal Impact:

Municipalities	Effect	FY 25 \$	FY 26 \$
Local and Regional School Districts	Cost	Potential	Potential
Local and Regional School Districts	See Below	See Below	See Below

Explanation

The bill makes a variety of changes to education statutes that impact the State Department of Education and local and regional school districts. The impact of these changes is described by section below.

Section 1 establishes the Education Mandate Review Advisory Council. This has no fiscal impact.

Sections 2 allows professional development and evaluation committees within local and regional school districts to determine the manner and schedule of professional development requirements in their districts. The amendment requires that each requirement is

¹The fringe benefit costs for most state employees are budgeted centrally in accounts administered by the Comptroller. The estimated active employee fringe benefit cost associated with most personnel changes is 41.25% of payroll in FY 25.

provided at least once every five years. This potentially shifts the cost of meeting the requirements across fiscal years, to the extent that these committees alter their districts' professional development schedules.

Section 3 makes conforming changes regarding existing trainings for educators and paraeducators. This has no fiscal impact.

Sections 4 - 5 adjust certain training requirements for school resource officers. This has no fiscal impact as it does not affect the cost to local and regional school districts of providing such training.

Section 6 eliminates, for some elementary and secondary school facilities, and delays, for others, a requirement that has not yet taken effect for school facilities serving any grades K-12 that generate a high volume of waste to separate and compost organic waste (i.e., food scraps).

The section limits the number of these 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 for local and regional school boards 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.

Sections 7 - 8 have no fiscal impact. They make procedural changes regarding the administration of local and regional district finances.

Section 9 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 10 has no fiscal impact. It exempts international students enrolled in endowed academies from the requirement to fill out a Free

Application for Federal Student Aid (FAFSA).

Sections 11 - 12 make technical changes and have no fiscal impact.

Sections 13 - 19 have no fiscal impact. They make changes regarding school climate and student discipline. These changes are not expected to increase costs to SDE or to local and regional school districts associated with: (1) the provision of services to students who are arrested or receive out-of-school suspensions; or (2) the administration of school climate surveys.

Section 20 results in an annual cost beginning in FY 25 for the State Department of Education to appoint a director of school climate improvement. It is anticipated that SDE will have to hire an employee to fulfill this requirement.

These costs to SDE are expected to be \$51,500 in FY 25 and \$103,000 in FY 26 and annually thereafter. There are corresponding fringe benefit costs of \$21,243 in FY 25 and \$42,487 in FY 26 and annually thereafter. FY 25 costs are in anticipation of a January 1, 2025 hire date.

Sections 21 - 22 have no fiscal impact. The sections require the Connecticut Preschool Through Twenty and Workforce Information Network (P20 WIN) to create a plan to establish a data intermediary to facilitate data sharing across nonprofits, and to annually report regarding disconnected youth. It is anticipated that the network can fulfill these responsibilities with existing resources.

Section 23 has no fiscal impact. It requires local and regional school districts to enter agreements to share certain student data with local youth service bureaus. It is anticipated that school districts can meet these provisions with existing resources.

Section 24 makes technical changes regarding youth service bureaus, which have no fiscal impact.

Section 25 results in potential costs annually beginning in FY 25 to local and regional school districts. It requires local and regional school

districts to expand credit recovery programs available within alternative education to any student who is at risk of not graduating and is enrolled in a traditional education program. To the extent that this requirement increases enrollment in credit recovery programs, districts could incur costs to purchase additional supplies and materials for those classes.

Section 26 makes a technical change regarding a model student work release policy developed by the Chief Workforce Officer. This has no fiscal impact, as it is not anticipated to affect the cost of updating the policy.

Section 27 allows the Connecticut Association of Boards of Education to convene a working group to conduct a review of high school graduation requirements. This has no fiscal impact as it does not establish any new requirements of the State Department of Education or local or regional school districts.

Section 28 allows the Connecticut Education Association to convene a working group to conduct a review of high school grading policies and the accountability index. This has no fiscal impact as it does not establish any new requirements of the State Department of Education or local or regional school districts.

Section 29 establishes a task force to develop recommendations for the creation and administration of a statewide program for bereavement and grief counseling to children and families. This has no fiscal impact.

Section 30 repeals a working group to review mandates on the State Department of Education and local and regional school districts.

House "A" strikes the underlying bill and its associated fiscal impact and results in the above identified fiscal impact.

The Out Years

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

The preceding Fiscal Impact statement is prepared for the benefit of the members of the General Assembly, solely for the purposes of information, summarization and explanation and does 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.

OLR Bill Analysis**sHB 5437 (as amended by House "A")******AN ACT CONCERNING EDUCATION MANDATE RELIEF.***

TABLE OF CONTENTS:

[§§ 1 & 30 — EDUCATION MANDATE REVIEW ADVISORY COUNCIL](#)

Establishes a 10-member Education Mandate Review Advisory Council; repeals a mandate working group established in 2023

[§§ 2-5 — IN-SERVICE TRAINING](#)

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) the required subject matter be provided at least once every five years; eliminates specified subject matter from in-service training that, generally, is addressed by other training requirements; restores in-service training requirements that inadvertently sunset in 2025

[§ 6 — LARGE ORGANIC MATERIALS GENERATORS](#)

For public and private K-12 schools, (1) delays, from January 1, 2025, to July 1, 2026, the requirement for certain organic materials generators to separate the materials and recycle them and (2) limits the requirement to buildings or facilities located within a 20-mile radius of a permitted source-separated organic material composting facility

[§§ 7 & 8 — RESERVE FUNDS](#)

Allows local boards of education, rather than local boards of finance or other appropriating authorities, to deposit unexpended education funds into a nonlapsing account; allows regional boards of education to create reserve funds for educational expenditures, rather than reserve funds for capital and nonrecurring expenditures

[§§ 9 & 10 — HIGH SCHOOL GRADUATION REQUIREMENTS](#)

Delays the FAFSA completion requirement to the graduating class of 2027 and exempts certain international students at endowed

academies from the requirement; eliminates the option for school boards to require students to complete a one-credit mastery-based diploma assessment; eliminates the ban on partisan political activities counting as community service; adds physician assistants to the list of practitioners who may certify that a student should not participate in physical education

§§ 9, 11 & 12 — STUDENT SUCCESS PLANS

Requires that student success plans consider enrollment opportunities in the Connecticut Technical Education and Career System

§ 13 — IN-SCHOOL SUSPENSIONS

Reduces the maximum number of consecutive days for in-school suspensions from 10 to five

§ 14 — STANDARD FOR EARLY GRADES OUT-OF-SCHOOL SUSPENSION

Changes the standard for out-of-school suspensions in early grades and shortens the maximum out-of-school suspension for these grades from 10 to five days

§ 15 — SRO REPORTS

Clarifies to whom SROs must give investigation and intervention reports

§§ 16 & 17 — SCHOOL CLIMATE SURVEYS AND CLIMATE IMPROVEMENT PLANS

Requires the development of a (1) school climate survey standard and (2) model school climate improvement plan

§§ 18 & 19 — LOCAL SCHOOL CLIMATE STEPS

Requires school climate surveys to meet or use the state school climate survey standards; allows a local school climate specialist to incorporate the model school climate plan into his or her school climate plan

§ 20 — STATE DIRECTOR OF SCHOOL CLIMATE IMPROVEMENT

Requires SDE to appoint a state director of school climate improvement

§§ 21 & 22 — DISCONNECTED YOUTH

Requires P20 WIN to (1) develop a plan to establish a statewide data intermediary to assist nonprofits serving disconnected youth and (2)

annually report on disconnected youth to the legislature using specified data

§§ 23 & 24 — YOUTH SERVICE BUREAUS

Requires school boards, when requested by a YSB, to enter into an MOU on when students' educational records may be shared between the board and YSB; allows private youth-serving organizations to establish a YSB if they are designated to act as agents of one or more school boards

§ 25 — CREDIT RECOVERY PROGRAMS

Requires school boards with a credit recovery program as part of their alternative education to allow certain students enrolled in a traditional school program to simultaneously enroll in the credit recovery program

§ 26 — MODEL STUDENT WORK RELEASE POLICY

Requires the chief workforce officer to consult with the SDE commissioner when updating the model student work release policy

§§ 27 & 28 — WORKING GROUPS ON HIGH SCHOOL GRADUATION REQUIREMENTS, GRADING POLICIES, AND ACCOUNTABILITY INDEX

Allows (1) CAFE to convene a working group to review high school graduation requirements and (2) CEA and AFT-CT to jointly convene a working group to review high school grading policies and the accountability index

§ 29 — BEREAVEMENT AND GRIEF COUNSELING SERVICES TASK FORCE

Establishes a 13-member task force on bereavement and grief counseling services

SUMMARY

This bill makes various changes in the state's education laws as described in the section-by-section analysis below.

*House Amendment "A" (1) broadens the mandate review council's charge to include all education mandates, rather than only those for professional development as in the original bill; (2) restores certain in-service training requirements enacted in 2023; (3) narrows the original bill's changes on organic materials recycling so that they apply to K-12

schools only; (4) narrows the original bill's FAFSA exemption for certain endowed academy students; and (5) adds the provisions on reserve funds, physician assistants certifying students' nonparticipation in physical education, school discipline, disconnected youth, youth service bureaus, credit recovery programs, model student work release policy, working groups on high school graduation requirements and grading policies, and the bereavement and grief counseling services task forces.

EFFECTIVE DATE: Various; see below.

§§ 1 & 30 — EDUCATION MANDATE REVIEW ADVISORY COUNCIL

Establishes a 10-member Education Mandate Review Advisory Council; repeals a mandate working group established in 2023

Duties

The bill establishes a 10-member Education Mandate Review Advisory Council to advise and provide annual reports to the Education Committee on the (1) cost and implementation of existing education mandates on local and regional boards of education and (2) impact of proposals to add to or revise these mandates (§ 1). It repeals an 11-member working group established in 2023 with a similar charge (§ 30).

Under the bill, the council's annual reports may include a review of education mandates on school boards in the state's laws and regulations to identify those that may be burdensome or limit or restrict providing student instruction or services. For these mandates, a report must have a detailed analysis and indicate the specific statutory or regulatory citation and how it is imposed on the board. It must also make recommendations on repealing or amending any statutes or regulations.

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

1. a review of all existing education mandates in state law;
2. costs incurred by school boards to implement these mandates;
and

3. how the boards implement the mandates, including how and when they are provided.

Membership

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	Represents the Connecticut Association of Boards of Education
Senate president pro tempore	Represents the Connecticut Association of Public School Superintendents
House majority leader	Represents the Connecticut Association of Schools
Senate majority leader	Represents the Connecticut Association of School Business Officials
House minority leader	Member of a local or regional school board
Senate minority leader	Represents 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 and hold the first meeting by October 1, 2024. The Education Committee's administrative staff must serve as the council's administrative staff.

EFFECTIVE DATE: July 1, 2024

§§ 2-5 — IN-SERVICE TRAINING

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) the required subject matter be provided at least once every five years; eliminates specified subject matter from in-service training that, generally, is addressed by other training requirements; restores in-service training requirements that inadvertently sunset in 2025

Existing law requires school boards to have 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 the 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.

Effective July 1, 2025, the bill also restores in-service training requirements enacted in 2023 on special education, planning and placement teams and Section 504 plans (Rehabilitation Act of 1973), and emergency response to students who experience a seizure in school. These requirements were enacted in two 2023 public acts (PA 23-137, § 49, and PA 23-160, § 2) but sunset June 30, 2025, under current law due to a codification conflict with a different act (PA § 23-167, § 60).

EFFECTIVE DATE: July 1, 2024, except that the restoration of the 2023 enacted requirements is effective July 1, 2025.

§ 6 — LARGE ORGANIC MATERIALS GENERATORS

For public and private K-12 schools, (1) delays, from January 1, 2025, to July 1, 2026, the requirement for certain organic materials generators to separate the materials and recycle them and (2) limits the requirement to buildings or facilities located within a 20-mile radius of a permitted source-separated organic material composting facility

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 nonpublic school buildings or facilities with students in grades K-12 (in any combination), the bill (1) delays the implementation of this requirement to July 1, 2026, and (2) limits it to buildings and facilities located within a 20-mile radius of a permitted source-separated organic material composting facility. It retains the January 1, 2025, implementation for public or independent higher education institution buildings or facilities.

EFFECTIVE DATE: July 1, 2024

§§ 7 & 8 — RESERVE FUNDS

Allows local boards of education, rather than local boards of finance or other appropriating authorities, to deposit unexpended education funds into a nonlapsing account; allows regional boards of education to create reserve funds for educational expenditures, rather than reserve funds for capital and nonrecurring expenditures

Current law allows a town board of finance, board of selectmen in a town with no board of finance, or other appropriating authority for a school district, to deposit unexpended education funds into a nonlapsing account. Beginning with FY 24, the bill instead allows the local board of education to make this deposit. As under existing law, the deposit may be up to 2% of the previous fiscal year's budgeted appropriation for education, and account expenditures must be only for educational purposes (§ 7).

Beginning with FY 24, the bill allows regional boards of education to create reserve funds for educational expenditures, rather than reserve funds for capital and nonrecurring expenditures as current law allows,

and makes conforming changes (e.g., repealing language that limited fund expenditures to certain capital projects and equipment purchases). As under existing law, boards may create the fund by a majority vote of their members, and the aggregate amount of annual and supplemental appropriations by the district to the fund cannot exceed 2% of the annual district budget for the fiscal year (§ 8).

EFFECTIVE DATE: Upon passage

§§ 9 & 10 — HIGH SCHOOL GRADUATION REQUIREMENTS

Delays the FAFSA completion requirement to the graduating class of 2027 and exempts certain international students at endowed academies from the requirement; eliminates the option for school boards to require students to complete a one-credit mastery-based diploma assessment; eliminates the ban on partisan political activities counting as community service; adds physician assistants to the list of practitioners who may certify that a student should not participate in physical education

FAFSA Completion

Beginning with the graduating class of 2025, current law requires students to complete a Free Application for Federal Student Aid (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 hold F-1 visas from this requirement (i.e., nonimmigrant student visas). 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 outside of school hours.

The bill eliminates current law's (1) ban 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 at least 50 hours of community service.

Physical Education

Existing law requires students to complete one credit in physical education and wellness unless they present a certificate from a physician or advanced practice registered nurse stating that, in the practitioner's opinion, participation is medically contraindicated by the student's physical condition. The bill additionally allows students to present this certificate from a physician assistant.

EFFECTIVE DATE: July 1, 2024

§§ 9, 11 & 12 — STUDENT SUCCESS PLANS

Requires that student success plans consider enrollment opportunities in the Connecticut Technical Education and Career System

The bill requires that student success plans consider enrollment opportunities in the Connecticut Technical Education and Career System. 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

§ 13 — IN-SCHOOL SUSPENSIONS

Reduces the maximum number of consecutive days for in-school suspensions from 10 to five

The bill reduces, from 10 to five, the maximum number of consecutive days a school may give a student for an in-school suspension. By law, an in-school suspension is an exclusion from regular classroom activity but not exclusion from school, and the exclusion must not extend beyond the end of the school year in which the suspension was imposed.

EFFECTIVE DATE: July 1, 2024

§ 14 — STANDARD FOR EARLY GRADES OUT-OF-SCHOOL SUSPENSION

Changes the standard for out-of-school suspensions in early grades and shortens the maximum out-of-school suspension for these grades from 10 to five days

The bill changes the standard for out-of-school suspensions for grades preschool to two to situations with evidence that the student's conduct on school grounds is behavior that causes physical harm. Under current law, the standard is conduct of a violent or sexual nature that endangers persons.

Additionally, under the bill, in order to suspend a student in these grades, the school administration must (1) require that the student receives trauma-informed and developmentally appropriate services that align with any behavioral intervention plan, individualized education program, or Section 504 plan (Rehabilitation Act of 1973), when the student returns to school immediately after the suspension and (2) consider whether to convene a planning and placement team meeting to evaluate whether the student may need special education or related services.

It also limits out-of-school suspensions for this group to no more than five school days. By law, out-of-school suspensions for other grades may not be longer than 10 consecutive school days.

EFFECTIVE DATE: July 1, 2024

§ 15 — SRO REPORTS

Clarifies to whom SROs must give investigation and intervention reports

Current law requires each school resource officer (SRO) to give his or her agency's police chief a report for each investigation or behavioral intervention the SRO conducts within five days after doing so. The law details what must be in the report and requires police chiefs to submit SROs' reports to their school districts' superintendents at least monthly.

The bill clarifies that if the SRO's chief of police is not Police Officer Standards and Training (POST)-certified, then the SRO must instead submit the reports to the superintendent. (In some towns, by charter or municipal ordinance, the chief law enforcement officer is the first selectman.) The Police Officer Standards and Training Council (POST) provides the required training for all uniformed municipal police in the state.

EFFECTIVE DATE: July 1, 2024

§§ 16 & 17 — SCHOOL CLIMATE SURVEYS AND CLIMATE IMPROVEMENT PLANS

Requires the development of a (1) school climate survey standard and (2) model school climate improvement plan

The bill requires the Social and Emotional Learning and School Climate Advisory Collaborative (i.e., "the collaborative") to develop a (1) school climate survey standard and (2) model school climate improvement plan. For the survey, the standards must address collecting diversity, equity, and inclusion data and how to reduce disparities in data collection between school districts.

By law, the collaborative has numerous responsibilities related to fostering a positive school climate, including developing a statewide school climate survey and a model positive school climate policy.

The bill includes duplicate sections of the same law with different effective dates to conform with changes from past legislation.

EFFECTIVE DATE: July 1, 2024 (§ 16) and July 1, 2025 (§ 17)

§§ 18 & 19 — LOCAL SCHOOL CLIMATE STEPS

Requires school climate surveys to meet or use the state school climate survey standards; allows a local school climate specialist to incorporate the model school climate plan into his or her school climate plan

Under current law, a “school climate survey” must be a research-based, validated, and developmentally appropriate survey for students, school employees, and families of students, in the predominant languages of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.

The bill additionally requires that the surveys meet the collaborative survey standards or use the statewide school climate survey that the collaborative develops.

By law, the school climate specialist has numerous duties at the individual school level. The bill allows a school climate specialist to incorporate the model school climate improvement plan into his or her school climate improvement plan. Unchanged from current law, the school climate specialist must submit the plan to the school district’s school climate coordinator for review and approval.

EFFECTIVE DATE: July 1, 2024

§ 20 — STATE DIRECTOR OF SCHOOL CLIMATE IMPROVEMENT

Requires SDE to appoint a state director of school climate improvement

The bill requires the State Department of Education (SDE), within available appropriations, to appoint a director of school climate improvement to serve as the statewide social and emotional learning and school climate expert. Under the bill, the director’s duties include annually, beginning by January 1, 2026, submitting a report to the Education Committee on recommendations for best practices and school climate improvement strategies in the state.

At the state level, the bill requires the director to also do the following:

1. help the collaborative develop and implement tools and best

practices for school climate and culture, including developing a model school climate survey and a model school climate improvement plan, and

2. in collaboration with the collaborative, develop strategies to improve service delivery for social and emotional learning, skills building, and mental health supports.

At the local level, the bill requires the director to do the following:

1. help school boards implement the (a) state anti-bullying, school climate, and social and emotional learning policy and requirements and (b) Connecticut school climate policy;
2. provide information and assistance to school boards, students, and parents and guardians of students on the uniform bullying complaint form;
3. help school climate coordinators (the districtwide school climate official) develop a continuum of strategies to prevent, identify, and respond to challenging behavior; and
4. develop and provide technical assistance and recommendations, in collaboration with the collaborative, to school boards on school employee trainings for school climate improvement.

EFFECTIVE DATE: July 1, 2024

§§ 21 & 22 — DISCONNECTED YOUTH

Requires P20 WIN to (1) develop a plan to establish a statewide data intermediary to assist nonprofits serving disconnected youth and (2) annually report on disconnected youth to the legislature using specified data

The bill requires the Connecticut Preschool through Twenty and Workforce Information Network (P20 WIN) to develop a plan to establish a statewide data intermediary to provide technical support, create data-sharing agreements, and build and maintain the infrastructure needed to share data between nonprofit organizations serving disconnected youth. The P20 WIN executive board must submit

the plan to the Education Committee by January 1, 2025.

The bill additionally requires the P20 WIN executive board to submit a report on disconnected youth annually beginning by January 1, 2025, to the Appropriations, Children, Education, Human Services, Judiciary, Labor and Public Employees, and Public Health committees. In developing the report, the board must use the data model established through the data-sharing agreement 0043 regarding Research on Disengaged and Disconnected Youth in Connecticut (i.e., a 2023 agreement between various state agencies, a nonprofit, and a private consulting firm to share certain data from P20 WIN).

For the plan and annual reports, a “disconnected youth” is an individual age 14-26 who is (1) an at-risk student (see below) or (2) not enrolled in high school and (a) has not obtained a high school diploma or its equivalent; (b) has obtained a diploma or equivalent but is unemployed and not enrolled in an adult education program, institution of higher education or otherwise pursuing postsecondary education, or a workforce training or certification program, including an apprenticeship program; or (c) is incarcerated.

“At-risk” students are those enrolled in high school who are in danger of not graduating due to, among other things, (1) not earning sufficient credits; (2) being chronically absent (i.e., absences totaling at least 10% of the number of days enrolled); or (3) behavioral and other disciplinary issues (e.g., suspensions and expulsions).

EFFECTIVE DATE: Upon passage

§§ 23 & 24 — YOUTH SERVICE BUREAUS

Requires school boards, when requested by a YSB, to enter into an MOU on when students' educational records may be shared between the board and YSB; allows private youth-serving organizations to establish a YSB if they are designated to act as agents of one or more school boards

Data-Sharing (§ 23)

The bill requires school boards, when requested by a youth service bureau (YSB) that provides services to the board, to enter into a

memorandum of understanding (MOU) on when students' educational records may be shared between the board and a YSB in the bureau's service provision. Any MOU must require the board to provide, and bureau to receive and maintain, any educational records in accordance with the federal Family Educational Rights and Privacy Act (FERPA, see *Background – FERPA*).

Establishing YSBs (§ 24)

Existing law allows one or more municipalities or private youth-serving organizations they designate to act as their agents, to establish a YSB. The bill additionally allows the organizations to establish a YSB if they are designated to act as agents of one or more local or regional boards of education.

As under existing law, the YSB may evaluate, plan, coordinate, and implement services, including prevention and intervention programs for delinquent, predelinquent, pregnant, parenting, and troubled youths referred to the bureau. The bill specifies that these youths may be referred by, among other entities, school boards, rather than schools as current law provides.

EFFECTIVE DATE: July 1, 2024

Background — FERPA

With certain exceptions, FERPA requires schools, school districts, and federally funded institutions to keep personally identifying information (PII) in a student's records confidential unless (1) the parents (of students under age 18) or students age 18 or older ("eligible students") consent to disclose it or (2) one of the legal exceptions to the confidentiality requirement applies (20 U.S.C. § 1232g).

Under FERPA's regulations, "education records" are, with certain exceptions, records that refer to a student and are maintained by an educational agency or institution. Examples of PII include a student's name, date of birth, and personal identifier (34 C.F.R. § 99.3).

§ 25 — CREDIT RECOVERY PROGRAMS

Requires school boards with a credit recovery program as part of their alternative education to allow certain students enrolled in a traditional school program to simultaneously enroll in the credit recovery program

Existing law allows school boards to have a school or program in a nontraditional setting that addresses students' social, emotional, behavioral, and academic needs (i.e., "alternative education").

Under the bill, school boards with a credit recovery program as part of their alternative education must allow students enrolled in a traditional school program and at risk of not graduating to also enroll in the credit recovery program while remaining enrolled in the traditional program. The boards must do so beginning with the 2024-2025 school year.

EFFECTIVE DATE: July 1, 2024

§ 26 — MODEL STUDENT WORK RELEASE POLICY

Requires the chief workforce officer to consult with the SDE commissioner when updating the model student work release policy

Existing law allows the state's chief workforce officer to update the model student work release policy as necessary. The bill requires her to consult with the SDE commissioner when doing so. By law, local and regional boards of education must adopt the model policy or the most recently updated version of it beginning with the 2024-2025 school year.

EFFECTIVE DATE: July 1, 2024

§§ 27 & 28 — WORKING GROUPS ON HIGH SCHOOL GRADUATION REQUIREMENTS, GRADING POLICIES, AND ACCOUNTABILITY INDEX

Allows (1) CABE to convene a working group to review high school graduation requirements and (2) CEA and AFT-CT to jointly convene a working group to review high school grading policies and the accountability index

The bill allows the Connecticut Association of Boards of Education (CABE) to convene a working group of at least 15 members to review high school graduation requirements to identify requirements that limit or restrict instruction or service provision to students and recommend revisions (§ 27). CABE's executive director or a designee must chair the

working group.

The bill also allows the Connecticut Education Association (CEA) and the American Federation of Teachers-Connecticut (AFT-CT) to jointly convene a working group of at least 15 members to review (1) high school grading policies used by local and regional boards of education and (2) the accountability index and information and data SDE uses to calculate index scores (§ 28). CEA's and AFT-CT's executive directors, or their designees, must serve as the working group's chairpersons.

Under the bill, the groups must each submit a report to the Education Committee by January 1, 2026. Each group terminates when it submits its report or July 1, 2026, whichever is later.

EFFECTIVE DATE: July 1, 2024

Membership

The bill establishes identical membership requirements for the two groups. Both must include one representative from each of the following organizations:

1. CAFE;
2. the Connecticut Association of Public School Superintendents;
3. the Connecticut PTA;
4. AFT-CT;
5. CEA;
6. the Connecticut Association of Schools;
7. the Connecticut Federation of School Administrators;
8. the Connecticut School Counselor Association;
9. the Connecticut Association for Health, Physical Education, Recreation and Dance; and

10. the Connecticut Business and Industry Association's education and workforce affiliate.

The groups must also include the following ex-officio members or their designees: the SDE commissioner and Education Committee's chairpersons and ranking members. Each group may also include additional members deemed appropriate by the group's chairpersons.

The bill requires appointing authorities to make their initial appointments to the working groups by July 31, 2024, and fill any vacancies. Each group's chairpersons must schedule and hold the initial meetings by August 30, 2024. The groups may allow for public comment or seek input from students, parents, educators, boards of education, and other education stakeholders.

§ 29 — BEREAVEMENT AND GRIEF COUNSELING SERVICES TASK FORCE

Establishes a 13-member task force on bereavement and grief counseling services

Duties

The bill establishes a 13-member task force to develop recommendations for creating and administering a statewide program for delivering bereavement and grief counseling services to children and families at no cost to participants.

The task force must make recommendations on the following:

1. appropriate administering agency or agencies;
2. scope of services, including those to marginalized communities and culturally informed services;
3. role that existing counseling services and school-based health centers should have in service delivery;
4. service delivery, including necessary resources, in parts of the state where services are currently insufficient or non-existent;
5. long-term funding sources; and

- 6. additional considerations the task force identifies.

The task force must submit a report on its findings and recommendations to the Children and Public Health committees by July 1, 2025. It terminates on this date or when it submits its report, whichever is later.

Membership

Under the bill, the task force consists of 13 members: eight legislative appointees (who may be legislators), shown in the table below, and five ex-officio members, listed below the table. Appointing authorities must make their initial appointments within 30 days after the bill’s passage and fill any vacancies.

Table: Appointed Task Force Members

Appointing Authority	Criteria
House speaker	Represents a bereavement and grief counseling services program that serves children and families
Senate president pro tempore	Represents a statewide association of school-based health centers
House majority leader	Represents a statewide association of school counselors
Senate majority leader	Represents the state chapter of a national nonprofit organization that works to improve the lives of children and families
House minority leader	Represents a child study center affiliated with a medical school in the state
Senate minority leader	A licensed psychologist who is an expert in treating bereaved children
Education Committee House chairperson and ranking member (joint appointment)	Experience with grief and bereavement
Education Committee Senate chairperson and ranking member (joint appointment)	Represents the Connecticut Association of School Psychologists

The task force also includes the following officials or their designees: the (1) children and families, education, mental health and addiction services, and public health commissioners and (2) Commission on

Women, Children, Seniors, Equity and Opportunity’s (CWCSEO) executive director.

The bill requires the House speaker and Senate president pro tempore to select the task force chairpersons from among its members. The chairpersons must schedule and hold the task force’s first meeting within 60 days after the bill’s passage. CWCSEO’s administrative staff must serve as the task force’s administrative staff.

EFFECTIVE DATE: Upon passage

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)