General Assembly **Substitute Bill No. 1288**

January Session, 2025

* SB01288ED 033125 *

AN ACT IMPLEMENTING THE RECOMMENDATIONS OF THE DEPARTMENT OF EDUCATION.

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

Section 1. Subsection (b) of section 10-264*l* of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2025*):

(b) (1) Applications for interdistrict magnet school program operating grants awarded pursuant to this section shall be submitted annually to the Commissioner of Education at such time and in such manner as the commissioner prescribes, except that on and after July 1, 2009, applications for such operating grants for new interdistrict magnet schools, other than those that the commissioner determines will assist the state in meeting its obligations pursuant to the decision in Sheff v. O'Neill, 238 Conn. 1 (1996), or any related stipulation or order in effect, as determined by the commissioner, shall not be accepted until the commissioner develops a comprehensive state-wide interdistrict magnet school plan. The commissioner shall submit such comprehensive state-wide interdistrict magnet school plan on or before October 1, 2016, to the joint standing committees of the General Assembly having cognizance of matters relating to education and appropriations.

(2) In determining whether an application shall be approved and funds awarded pursuant to this section, the commissioner shall consider, but such consideration shall not be limited to: (A) Whether the program offered by the school is likely to increase student achievement; (B) whether the program is likely to reduce racial, ethnic and economic isolation; (C) the percentage of the student enrollment in the program from each participating district; and (D) the proposed operating budget and the sources of funding for the interdistrict magnet school. For a magnet school not operated by a local or regional board of education, the commissioner shall only approve a proposed operating budget that, on a per pupil basis, does not exceed the maximum allowable threshold established in accordance with this subdivision. The maximum allowable threshold shall be an amount equal to one hundred twenty per cent of the state average of the quotient obtained by dividing net current expenditures, as defined in section 10-261, by average daily membership, as defined in said section, for the fiscal year two years prior to the fiscal year for which the operating grant is requested. The Department of Education shall establish the maximum allowable threshold no later than December fifteenth of the fiscal year prior to the fiscal year for which the operating grant is requested. If requested by an applicant that is not a local or regional board of education, the commissioner may approve a proposed operating budget that exceeds the maximum allowable threshold if the commissioner determines that there are extraordinary programmatic needs. For the fiscal years ending June 30, 2017, **[**to June 30, 2025, inclusive**]** and each fiscal year thereafter, in the case of an interdistrict magnet school that will assist the state in meeting its obligations pursuant to the decision in Sheff v. O'Neill, 238 Conn. 1 (1996), or any related stipulation or order in effect, as determined by the commissioner, the commissioner shall also consider whether the school is meeting the enrollment standards for interdistrict magnet school programs, developed by the commissioner pursuant to section 10-264r. If such school has not met such enrollment standards, it shall not be entitled to receive a grant pursuant to this section unless the commissioner finds that it is appropriate to award a grant for an additional year or years and approves a plan to bring such school into

compliance with such enrollment standards. If requested by the commissioner, the applicant shall meet with the commissioner or the commissioner's designee to discuss the budget and sources of funding.

(3) For the fiscal **[**years**]** year ending June 30, 2018, **[**to June 30, 2025, inclusive**]** and each fiscal year thereafter, the commissioner shall not award a grant to an interdistrict magnet school program that (A) has more than seventy-five per cent of the total school enrollment from one school district, or (B) does not maintain a total school enrollment that is in accordance with the enrollment standards for interdistrict magnet school programs, developed by the Commissioner of Education pursuant to section 10-264r, except the commissioner may award a grant to such school for an additional year or years if the commissioner finds it is appropriate to do so and approves a plan to bring such school into compliance with such residency or enrollment standards.

(4) For the fiscal **[**years**]** year ending June 30, 2018, **[**to June 30, 2025, inclusive**]** and each fiscal year thereafter, if an interdistrict magnet school program does not maintain a total school enrollment that is in accordance with the enrollment standards for interdistrict magnet school programs, developed by the commissioner pursuant to section 10-264r, for two or more consecutive years, the commissioner may impose a financial penalty on the operator of such interdistrict magnet school program, or take any other measure, in consultation with such operator, as may be appropriate to assist such operator in complying with such enrollment standards.

(5) For the fiscal year ending June 30, 2025, and each fiscal year thereafter, for the purposes of equalization aid under section 10-262h, a student enrolled in an interdistrict magnet school program shall be counted as a resident student, as defined in section 10-262f, of the town in which such student resides.

Sec. 2. Subsection (i) of section 10-266aa of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2025*):

(i) (1) In the case of an out-of-district student who requires special education and related services, the sending district shall: (A) Hold the planning and placement team meeting for such student and shall invite representatives from the receiving district to participate in such meeting, and (B) pay the receiving district an amount equal to the difference between the reasonable cost of providing such special education and related services to such student and the amount received by the receiving district pursuant to subsection (g) of this section and in the case of students participating pursuant to subsection (d) of this section, the per pupil amount received pursuant to section 10-74d. The sending district shall be eligible for reimbursement pursuant to section 10-76g. The receiving district shall ensure that out-of-district students who require special education services receive the services mandated by the student's individualized education program whether such services are provided by the sending district or the receiving district.

(2) In the case of a student with a plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time, the receiving district shall ensure that such student receives the services mandated by the student's plan and for the costs of providing such services to such student.

Sec. 3. Subsection (f) of section 13 of public act 23-205 is repealed and the following is substituted in lieu thereof (*Effective from passage*):

(f) For the Department of Education:

(1) Grants-in-aid to local and regional boards of education to assist targeted local and regional school districts for alterations, repairs, improvements, technology and equipment in low-performing schools, not exceeding $5,000,000;

(2) Grants-in-aid to regional educational service centers and Goodwin University Education Services for capital expenses at interdistrict magnet schools, not exceeding $8,500,000.

Sec. 4. Subsection (e) of section 32 of public act 23-205 is repealed and

the following is substituted in lieu thereof (*Effective from passage*):

(e) For the Department of Education:

(1) Grants-in-aid to local and regional boards of education to assist targeted local and regional school districts for alterations, repairs, improvements, technology and equipment in low-performing schools, not exceeding $5,000,000;

(2) Grants-in-aid to regional educational service centers and Goodwin University Education Services for capital expenses at interdistrict magnet schools, not exceeding $12,500,000.

Sec. 5. Section 10-264i of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2025*):

(a) (1) The following entities shall be eligible, pursuant to section 10-264e, to receive a transportation grant for the cost of transporting a child to an interdistrict magnet school program, as defined in section 10-264*l*, as amended by this act, located in a town other than the town in which such child resides: (A) A local or regional board of education, (B) a regional educational service center, (C) the Board of Trustees of the Community-Technical Colleges on behalf of Quinebaug Valley Community College and Three Rivers Community College, (D) a cooperative arrangement pursuant to section 10-158a, **[**or**]** and (E) to assist the state in meeting its obligations pursuant to the decision in Sheff v. O'Neill, 238 Conn. 1 (1996), or any related stipulation or order in effect, as determined by the Commissioner of Education, (i) the Board of Trustees of the Community-Technical Colleges on behalf of a regional community-technical college, (ii) the Board of Trustees of the Connecticut State University System on behalf of a state university, (iii) the Board of Trustees for The University of Connecticut on behalf of the university, (iv) the board of governors for an independent institution of higher education, as defined in subsection (a) of section 10a-173, or the equivalent of such a board, on behalf of the independent institution of higher education, and (v) any other third-party not-for-profit corporation approved by the commissioner. **[**which transports a child to

an interdistrict magnet school program, as defined in section 10-264*l*, in a town other than the town in which the child resides shall be eligible pursuant to section 10-264e to receive a grant for the cost of transporting such child in accordance with this section.**]**

(2) Except as provided in **[**subdivisions**]** subdivision (3) **[**and (4)**]** of this subsection, the amount of such transportation grant shall not exceed an amount equal to the number of such children transported multiplied by one thousand three hundred dollars.

(3) For **[**districts**]** any eligible entity identified in subdivision (1) of this subsection assisting the state in meeting its obligations pursuant to the decision in Sheff v. O'Neill, 238 Conn. 1 (1996), or any related stipulation or order in effect, as determined by the commissioner, (A) for the fiscal year ending June 30, 2010, the amount of such transportation grant shall not exceed an amount equal to the number of such children transported multiplied by one thousand four hundred dollars, **[**and**]** (B) for the fiscal **[**year**]** years ending June 30, 2011, **[**and each fiscal year thereafter**]** to June 30, 2024, inclusive, the amount of such transportation grant shall not exceed an amount equal to the number of such children transported multiplied by two thousand dollars, and (C) for the fiscal year ending June 30, 2025, and each fiscal year thereafter, the amount of such transportation grant shall equal the actual cost of reasonable transportation services, subject to a comprehensive financial review pursuant to subdivision (4) of this subsection.

(4) **[**In addition to the grants otherwise provided pursuant to this section, the Commissioner of Education may provide supplemental transportation grants to regional educational service centers for the purposes of transportation to interdistrict magnet schools. Any such grant shall be provided within available appropriations and after the commissioner has reviewed and approved the total interdistrict magnet school transportation budget for a regional educational service center, including all revenue and expenditure estimates. For the fiscal years ending June 30, 2013, to June 30, 2018, inclusive, in addition to the grants otherwise provided pursuant to this section, the Commissioner of

Education may provide supplemental transportation to interdistrict magnet schools that assist the state in meeting its obligations pursuant to the decision in Sheff v. O'Neill, 238 Conn. 1 (1996), or any related stipulation or order in effect, as determined by the commissioner.**]** Any **[**such**]** transportation grant pursuant to subdivision (3) of this subsection shall be provided within available appropriations and upon a comprehensive financial review, by an auditor selected by the Commissioner of Education, the costs of such review may be paid from funds that are part of the **[**supplemental**]** transportation grant. **[**Any such grant shall be paid as follows: For the fiscal year ending June 30, 2021, up to seventy per cent of the grant on or before June thirtieth of the fiscal year, and the balance on or before September first of the following fiscal year upon completion of the comprehensive financial review, provided any unpaid balance of eligible transportation costs incurred on or before December thirty-first of the fiscal year based on documentation, including, but not limited to, vendor bills dated on or before February first of the fiscal year, and any unpaid balance of eligible transportation costs incurred on or before March thirty-first of the fiscal year based on documentation, including, but not limited to, vendor bills on or before May first of the fiscal year, and the balance of the grant on or before September first of the following fiscal year upon completion of the comprehensive financial review. For the fiscal year ending June 30, 2022, up to one hundred per cent of the grant on or before June thirtieth of the fiscal year and any remaining balance on or before September first of the following fiscal year upon completion of the comprehensive financial review. If, upon completion of the comprehensive financial review, the commissioner determines that there was an overpayment of the grant in the prior fiscal year, such funds shall be refunded to the department.**]** For the fiscal year ending June 30, **[**2023**]** 2025, and each fiscal year thereafter, **[**up**]** such transportation grant shall be paid as follows: Up to ninety-five per cent of the grant on or before June thirtieth of the fiscal year based on documentation provided prior to May thirty-first of the fiscal year, with an amount equal to one-half of the total estimated transportation cost on or before October thirty-first of the fiscal year, and the remaining

total balance on or before [September] November first of the following fiscal year upon completion of the comprehensive financial review. If, upon completion of the comprehensive financial review, the commissioner determines there was an overpayment of the grant in the prior fiscal year, such funds shall be refunded to the department.

(5) [The Department of Education shall provide such grants within available appropriations.] Nothing in this subsection shall be construed to prevent a local or regional board of education, regional educational service center or cooperative arrangement from receiving reimbursement under section 10-266m for reasonable transportation expenses for which such board, service center or cooperative arrangement is not reimbursed pursuant to this section.

(b) Grants under this section shall be contingent on documented costs of providing such transportation. [Eligible entities] Each eligible entity identified in subdivision (1) of subsection (a) of this section shall submit [applications for grants under] an application to receive a transportation grant pursuant to subdivision (2) of subsection (a) of this section to the Commissioner of Education in such form and at such times as [he] the commissioner prescribes. Grants pursuant to subdivision (2) of subsection (a) of this section shall be paid as follows: [In October one-half] One-half of the estimated eligible transportation costs on or before October thirty-first and the balance of such costs [in] on or before May thirty-first.

(c) Each [eligible] entity [identified in subdivision (1) of subsection (a) of this section] participating in the transportation grant program shall prepare a financial statement of expenditures which shall be submitted to the Department of Education on or before September first of the fiscal year immediately following each fiscal year in which the [school district, regional educational service center or cooperative arrangement] entity participates in the transportation grant program. Based on such statement, any underpayment or overpayment may be calculated and adjusted by the Department of Education in the transportation grant for any subsequent year.

Sec. 6. Section 10-145r of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2025*):

[For the school year commencing July 1, 2014, and biennially thereafter, the local or regional board of education that employs a certified individual who holds an initial, provisional or professional educator certificate with an early childhood nursery through grade three or an elementary endorsement in a position requiring such an endorsement in kindergarten to grade three, inclusive, shall require each such certified individual to take a survey on reading instruction, developed by the Department of Education that is based on the reading instruction examination approved by the State Board of Education on April 1, 2009, or a comparable reading instruction examination with minimum standards that are equivalent to the examination approved by the State Board of Education on April 1, 2009. The department shall design such survey in a manner that identifies the strengths and weaknesses of such certified individuals in reading instruction practices and knowledge on an individual, school and district level. Such survey shall be administered at no financial cost to such certified individual. The results of such survey shall be confidential and shall not be included as part of any summative ratings for performance evaluations, conducted pursuant to section 10-151b, and not be subject to disclosure under the Freedom of Information Act, as defined in section 1-200, except such results shall be (1) distributed to such certified individual and the supervisor of such certified individual who is responsible for designing and facilitating the program of professional development conducted pursuant to section 10-148b for such certified individual, and (2) used for the purpose of improving reading instruction by developing student learning objectives and teacher practice goals that will be included in the professional development conducted pursuant to section 10-148b for such certified individuals.**]** <u>The results from any survey on reading instruction developed by the Department of Education and administered from the school year commencing July 1, 2014, to the school year commencing July 1, 2024, inclusive, shall be confidential and not subject to disclosure under the Freedom of</u>

Information Act, as defined in section 1-200.

Sec. 7. Section 10-145o of the general statutes, as amended by section 58 of public act 23-167, is repealed and the following is substituted in lieu thereof (*Effective July 1, 2025*):

(a) The Department of Education, with cooperation from local and regional school districts, regional educational service centers, representatives of the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b, and public institutions of higher education, shall establish and administer a teacher education and mentoring program that includes guided teacher support and coaching and the completion of instructional modules, pursuant to subsection (e) of this section, for beginning teachers. The program shall be aligned with the principles of teaching approved by the State Board of Education. As part of the program, each beginning teacher shall develop a two-year individualized mentoring plan.

(b) In administering the teacher education and mentoring program under this section:

(1) The Department of Education shall (A) develop a statement for the teacher education and mentoring program that includes the state's goals for state-wide teacher induction, mentoring, professional development and evaluation, using state-wide data and national research findings; (B) distribute state funding to local and regional school districts to assist with implementation of district teacher education and mentoring plans; (C) manage and make accessible to local and regional school districts the data systems needed to document that teachers and mentors have satisfactorily completed the instructional modules; (D) monitor district implementation of the teacher education and mentoring program to ensure fidelity to the program's plan and goals, including random district audits and observations by state personnel; (E) issue **[**provisional**]** professional educator certificates to teachers **[**that**]** who have satisfactorily completed the induction program and the other requirements set forth in subdivision (3) of subsection (g)

of section 10-145b; (F) develop guidelines for the creation and approval of district teacher education and mentoring plans, based on input and recommendations from stakeholder groups; and (G) oversee an outside evaluation of the teacher education and mentoring program every three to five years;

(2) The Department of Education, in collaboration with EASTCONN, the RESC Alliance, institutions of higher education and other stakeholders, shall (A) develop instructional modules for beginning teachers to complete; (B) train mentors to carry out responsibilities at the district level; (C) provide professional development and training for regional mentors working at the district level; (D) provide professional development and training for district teams and principals in managing, designing and administering teacher education and mentoring plans; and (E) provide technical assistance to districts based on district size and needs;

(3) The Department of Education and public institutions of higher education shall (A) work with regional educational service centers to align modules with National Council for Accreditation of Teacher Education approved preservice teacher preparation programs; (B) develop and deliver regional strategies for supporting mentor assistance programs; and (C) train cooperating teachers to work with teacher preparation candidates during student teaching and internships;

(4) Local and regional boards of education shall (A) develop a three-year teacher education and mentoring plan in accordance with subsection (c) of this section; (B) form a local or regional coordinating committee or committees, with representatives of the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b, based on district size, to guide the activities outlined in the three-year teacher education and mentoring plan; (C) develop an annual budget to support the activities detailed in the three-year teacher education and mentoring plan and submit such budget annually to the Department of Education to receive state assistance for such activities;

(D) recruit and pair mentors from within and outside of the district to work with beginning teachers; (E) ensure substitute teacher coverage for mentors and beginning teachers to participate in the activities and modules required in the three-year teacher education and mentoring plan; (F) communicate regularly with beginning teachers about training opportunities, state-wide workshops and support group work; (G) coordinate the teacher education and mentoring program and teacher evaluation and supervision program, provided they are kept separate; (H) verify, through the local or regional coordinating committee, that the work of beginning teachers and instructional modules has been successfully completed; **[**to warrant provisional certification;**]** (I) when a beginning teacher has satisfactorily completed all modules, attest to that fact and that the teacher is eligible for **[**provisional**]** professional certification upon completion of the other requirements set forth in subdivision (3) of subsection (g) of section 10-145b; and (J) ensure that schools under the board's jurisdiction (i) administer the state's on-line needs assessment to establish the goals and priorities of each beginning teacher as such teacher develops an individualized mentoring plan, (ii) review and approve beginning teachers' individualized, two-year mentoring plan, (iii) organize mentoring opportunities by grade, department or specialty area, (iv) take steps to make time available, as needed, to help teachers achieve the goals of their mentoring plans, (v) coordinate the activities and schedules of mentors and beginning teachers to ensure faithful implementation of the district plan, and (vi) submit annual report on mentor-teacher activities to the district coordinating committee for review and approval.

(c) Local and regional school districts shall develop a three-year teacher education and mentoring plan that incorporates the Department of Education's goals and instructional priorities, as well as any local considerations based on community and student needs. Such plan shall include: (1) Background information about the district that includes a community profile, district profile, student profile, faculty profile, mentor profile and beginning teacher profile; (2) a statement of three-year objectives related to the state's goal statement for the teacher

education and mentoring program; (3) a general timeline for district coordinating teams to meet with central office personnel, principals, mentors or district facilitators; (4) a description of the process used to select mentors and assign them to beginning teachers, based on subject areas, levels and need; (5) a description of the process used to train and update mentors in best practices and essential knowledge; (6) a timeline of district-wide mentoring days for observations, individual discussion, small group meetings, professional development days, regional educational service center training sessions and beginning teachers' completion of tasks associated with each module; (7) a description of the process used to collect, review and coordinate teachers' mentoring plans; (8) a description of the process to resolve internal disputes over the district's recommendations to the state concerning which individuals have satisfactorily completed the instructional modules; and (9) a description of the resources and budget needed to carry out the activities described in the plan.

(d) Local and regional boards of education shall not consider a teacher's completion of the teacher education and mentoring program as a factor in its decision to continue a teacher's employment in the district.

(e) (1) Beginning teachers shall satisfactorily complete instructional modules in the following areas: (A) Classroom management and climate, which shall include training regarding the prevention, identification and response to bullying, as defined in section 10-222aa, and the prevention of and response to youth suicide; (B) lesson planning and unit design; (C) delivering instruction; (D) assessing student learning; and (E) professional practice. Beginning teachers shall complete two modules in their first year in the program and three modules in their second year in the program, except as otherwise provided by the Commissioner of Education, or as provided for in subsection (h) of this section.

(2) Beginning teachers shall work with their mentors in developing a planned set of activities, based on the topics offered within each

instructional module, to complete each such instructional module, and such activities shall be reflected in the beginning teacher needs assessment. Such activities may be presented in person by mentors, offered in workshops, through on-line courses or through the completion of a set of readings. For each instructional module, beginning teachers shall (A) apply the knowledge gained through such activities in a lesson, project or demonstration of how the activity impacted student learning, and (B) submit a reflection paper or project, to be signed by the mentor, that summarizes, describes or analyzes what has been learned by the beginning teacher and their students throughout the module and how the learning contributed to the development of such beginning teacher. Such reflection paper or project shall be forwarded to the district's coordinating committee for approval.

(3) Upon successful completion of the instructional modules and final review by the coordinating committee, the superintendent of the school district shall submit to the State Board of Education the names of the beginning teachers eligible for receipt of a **[**provisional**]** professional educator certificate **[**to the State Board of Education**]** upon completion of the other requirements set forth in subdivision (3) of subsection (g) of section 10-145b.

(f) Local and regional boards of education, in cooperation with the Department of Education, institutions of higher education and regional educational service centers, shall recruit mentors for their teacher education and mentoring program. Those persons eligible to serve as mentors for such programs shall hold a **[**provisional educator certificate or a**]** professional educator certificate **[**,**]** or a distinguished educator designation pursuant to section 10-145s, and have at least three years teaching experience in Connecticut, including at least one year of experience in the district in which they are presently employed. Retired certified teachers may also serve as mentors, provided they successfully complete a mentor training program offered by a regional educational service center. Each mentor shall be assigned two beginning teachers, except that in certain circumstances, a mentor may be assigned three beginning teachers. Such assignment shall be reflected in each district's

three-year plan. Each mentor shall provide fifty contact hours to each beginning teacher during the program, with the expectation of approximately ten contact hours per module. Mentors shall receive a minimum of a five-hundred-dollar annual stipend for each beginning teacher assigned to such mentor from the local or regional board of education for participation in the teacher education and mentoring program. Such stipend shall be included in a person's total earnings for purposes of retirement.

(g) Notwithstanding the provisions of subsection (h) of this section, for the school year commencing July 1, 2010, beginning teachers who hold an initial educator certificate and have not participated in any beginning educator program as of July 1, 2009, shall participate in the teacher education and mentoring programs as follows:

(1) Beginning teachers in the following subject areas and endorsement areas shall be required to successfully complete the teacher education and mentoring program in full: Elementary education, English and language arts, mathematics, science, social studies, special education, bilingual education, music, physical education, visual arts, world languages and teachers of English as a second language.

(2) Beginning teachers in any other endorsement area and whose primary function is providing direct instruction to students shall be required to successfully complete one year of mentorship and two instructional modules.

(h) Teachers who began in a beginning educator program, pursuant to section 10-145b of the general statutes, revision of 1958, revised to January 1, 2009, but have not completed that program as of July 1, 2009, and teach during the 2009-2010 school year, shall be granted a one-year extension of their initial educator certificates, if necessary, and shall participate in the teacher education and mentoring program, pursuant to this section, through the completion of two instructional modules during the 2010-2011 school year. Such teachers shall exit the program

at the end of the 2010-2011 school year upon the successful completion of the two instructional modules.

(i) The Department of Education, in consultation with EASTCONN, shall create a data system for local and regional school districts to access the resources and record-keeping tools to manage the teacher education and mentoring program at the local level. Such data system shall include (1) templates for (A) writing and updating each district's plan, (B) recording each teacher's completion of each of the five instructional modules, and (C) teachers to record the completion of instructional module activities and submit written reflection papers or projects, and (2) links to on-line programs or workshops that are part of the five modules.

(j) Not later than July 1, 2010, the State Board of Education shall adopt guidelines to provide for the implementation of the teacher education and mentoring program in accordance with this section and the Report of the Beginning Educator Support and Training Program (BEST)/Mentor Assistance Program (MAP) Task Force dated December 29, 2008.

Sec. 8. Section 10-91j of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2025*):

(a) Any agreement entered into or amended on or after July 1, 2018, but prior to June 30, 2019, or any contract entered into or amended on or after July 1, 2019, pursuant to section 10-76d, between a local or regional board of education and a private provider of special education services, as defined in section 10-91g, shall include an explanation of how the tuition or costs for services provided under the agreement or contract are to be calculated. Any such agreement or contract may include the following provisions: (1) A requirement that such private provider of special education services submit monthly or quarterly reports to such board regarding the specific services and frequency of such services being provided by such private provider of special education services to students under the agreement or contract, and (2)

authorization for such board to (A) review and reconcile such reports to the contracted services described in the agreement or contract, or (B) conduct periodic site visits at the location where such private provider of special education services provides services.

(b) On and after July 1, 2019, a local or regional board of education shall not be eligible for reimbursement pursuant to subsection (b) of section 10-76g for any costs of special education paid by such board of education to a private provider of special education services unless such board of education has entered into a written contract with such private provider of special education services for the provision of such special education services. The individualized education program of a child shall not be considered a contract between a local or regional board of education and a private provider of special education services for purposes of this section. Nothing in this subsection shall be construed to limit or interrupt the provision of special education and related services to a child by a local or regional board of education or private provider of special education services.

(c) Any written contract entered into or amended on or after July 1, 2025, between a local or regional board of education and a private provider of special education services shall include a provision that requires such private provider of special education services to submit a base tuition and cost for services for each school year in which services are to be provided pursuant to such contract to such local or regional board of education not later than December thirty-first preceding the school year in which services are to be provided.

This act shall take effect as follows and shall amend the following sections:		
Section 1	*July 1, 2025*	10-264l(b)
Sec. 2	*July 1, 2025*	10-266aa(i)
Sec. 3	*from passage*	PA 23-205, Sec. 13(f)
Sec. 4	*from passage*	PA 23-205, Sec. 32(e)
Sec. 5	*July 1, 2025*	10-264i
Sec. 6	*July 1, 2025*	10-145r

Sec. 7	*July 1, 2025*	10-145o
Sec. 8	*July 1, 2025*	10-91j

ED *Joint Favorable Subst.*