



Substitute Senate Bill No. 1

Public Act No. 22-80

***AN ACT CONCERNING CHILDHOOD MENTAL AND PHYSICAL
HEALTH SERVICES IN SCHOOLS.***

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

Section 1. (*Effective July 1, 2022*) (a) As used in this section:

(1) "Early childhood education program operator" means a school readiness program, private preschool program or program pursuant to section 8-210 of the general statutes, as amended by this act; and

(2) "Child care services provider" means a child care center, group child care home or family child care home, as those terms are described in section 19a-77 of the general statutes.

(b) For the fiscal year ending June 30, 2023, the Office of Early Childhood shall establish and administer a wage supplement and child care program enhancement grant program for early childhood education program operators and child care services providers. On and after August 1, 2022, the office shall provide grants to those early childhood education program operators and child care services providers that meet the eligibility requirements developed by the office pursuant to subsection (d) of this section, and submit an application for a grant, on a form and in such manner as prescribed by the office. A grant awarded under this section may be used by such early childhood

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education program operator or child care services provider to supplement the annual salaries of the employees of such operator or provider or to address any other programmatic or administrative needs, in accordance with the guidelines developed by the office pursuant to subsection (d) of this section.

(c) In determining whether to award a grant under this section, the commissioner shall give priority to those early childhood education program operators and child care services providers that will use such grant exclusively to supplement the annual salaries of the employees of such operator or provider.

(d) The office shall develop (1) eligibility criteria for which early childhood education program operators and child care services providers are eligible to receive a grant under this section, and (2) guidelines for the administration of the program and the expenditure of a grant awarded under this section by a childhood education program operator or child care services provider.

(e) The office shall distribute the funds appropriated for this section as follows: (1) Seventy per cent of the appropriation shall be used to award grants to eligible early childhood education program operators and child care services providers that do not receive state funding or state financial assistance, and (2) thirty per cent of the appropriation shall be used to award grants to eligible early childhood education program operators and child care services providers that receive state funding or state financial assistance.

Sec. 2. Subsection (b) of section 8-210 of the 2022 supplement to the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2022*):

(b) The state, acting by and in the discretion of the Commissioner of Early Childhood, may enter into a contract with a municipality, a group

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child care home or family child care home, as described in section 19a-77, a human resource development agency or a nonprofit corporation for state financial assistance in developing and operating child care centers, group child care homes and family child care homes for children disadvantaged by reasons of economic, social or environmental conditions, provided no such financial assistance shall be available for the operating costs of any such child care center, group child care home or family child care home unless it has been licensed by the Commissioner of Early Childhood pursuant to section 19a-80. Such financial assistance shall be available for a program of a municipality, of a group child care home or family child care home, of a human resource development agency or of a nonprofit corporation which may provide for personnel, equipment, supplies, activities, program materials and renovation and remodeling of the physical facilities of such child care centers, group child care homes or family child care homes. Such contract shall provide for state financial assistance, within available appropriations, in the form of a state grant-in-aid (1) for a portion of the cost of such program, as determined by the Commissioner of Early Childhood, if not federally assisted, (2) equal to one-half of the amount by which the net cost of such program, as approved by the Commissioner of Early Childhood, exceeds the federal grant-in-aid thereof, or (3) in an amount not less than (A) the per child cost as described in subdivision (1) of subsection (b) of section 10-16q, for each child in such program that is three or four years of age and each child that is five years of age who is not eligible to enroll in school, pursuant to section 10-15c, while maintaining services to children under three years of age under this section, and (B) thirteen thousand five hundred dollars for each child three years of age or under who is in infant or toddler care and not in a preschool program. For the fiscal year ending June 30, [2020] 2024, and each fiscal year thereafter, the amount per child pursuant to subdivision (3) of this subsection that is over the amount of the per child cost that was prescribed pursuant to the contract under said subdivision (3) for the fiscal year ending June 30, [2019] 2023, shall

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be used exclusively to increase the salaries of early childhood educators employed at the child care center. The Commissioner of Early Childhood may authorize child care centers, group child care homes and family child care homes receiving financial assistance under this subsection to apply a program surplus to the next program year. The Commissioner of Early Childhood shall consult with directors of child care centers in establishing fees for the operation of such centers. For the fiscal year ending June 30, 2023, the Commissioner of Early Childhood shall, within available appropriations, enter into contracts under this section for the purpose of expanding the number of spaces available to children three years of age or under who are in infant or toddler care and not in a preschool program.

Sec. 3. (NEW) (*Effective from passage*) (a) Not later than July 1, 2023, and annually thereafter, the Commissioner of Education shall, within available appropriations, develop and distribute a survey to each local and regional board of education concerning the employment of school social workers, school psychologists, school counselors and school nurses by such local or regional board of education. Such survey shall include, but need not be limited to, (1) the total number of (A) school social workers employed by each local or regional board of education, (B) school psychologists employed by each local or regional board of education, (C) school counselors employed by each local and regional board of education, and (D) school nurses employed by each local and regional board of education; (2) the number of (A) school social workers assigned to each school under the jurisdiction of the local or regional board of education, including whether any such school social worker is assigned solely to that school or whether such school social worker is assigned to multiple schools, (B) school psychologists assigned to each school under the jurisdiction of the local or regional board of education, including whether any such school psychologist is assigned solely to that school or whether such school psychologist is assigned to multiple schools, (C) school counselors assigned to each school under the

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jurisdiction of the local or regional board of education, including whether any such school counselor is assigned solely to that school or whether such school counselor is assigned to multiple schools, and (D) school nurses assigned to each school under the jurisdiction of the local or regional board of education, including whether any such school nurse is assigned solely to that school or whether such school nurse is assigned to multiple schools; (3) the geographic area covered by (A) any such school social worker who provides services to more than one local or regional board of education, (B) any such school psychologist who provides services to more than one local or regional board of education, (C) any such school counselor who provides services to more than one local or regional board of education, and (D) any such school nurse who provides services to more than one local or regional board of education; and (4) an estimate of the annual number of students who have received direct services from each individual (A) school social worker employed by a local or regional board of education during the five-year period preceding completion of the survey, (B) school psychologist employed by a local or regional board of education during the five-year period preceding completion of the survey, (C) school counselor employed by a local or regional board of education during the five-year period preceding completion of the survey, and (D) school nurse employed by a local or regional board of education during the five-year period preceding completion of the survey.

(b) For the school year commencing July 1, 2023, and each school year thereafter, each local and regional board of education shall annually complete the survey developed and distributed pursuant to subsection (a) of this section to the commissioner, and submit such completed survey to the commissioner, at such time and in such manner as the commissioner prescribes.

(c) Following the receipt of a completed survey from a local or regional board of education, the commissioner shall annually calculate

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(1) a student-to-school social worker ratio for (A) such board of education, and (B) each school under the jurisdiction of such board of education, (2) a student-to-school psychologist ratio for (A) such board of education, and (B) each school under the jurisdiction of such board of education, (3) a student-to-school counselor ratio for (A) such board of education, and (B) each school under the jurisdiction of such board of education, and (4) a student-to-school nurse ratio for (A) such board of education, and (B) each school under the jurisdiction of such board of education.

(d) Not later than January 1, 2024, and annually thereafter, the commissioner shall submit a report, in accordance with the provisions of section 11-4a of the general statutes, on the results of the survey completed under this section and the student-to-school social worker ratios, student-to-school psychologist ratios, student-to-school counselor ratios and student-to-school nurse ratios calculated pursuant to subsection (c) of this section, to the joint standing committees of the General Assembly having cognizance of matters relating to education and children.

Sec. 4. (NEW) (*Effective July 1, 2022*) (a) For the fiscal years ending June 30, 2023, to June 30, 2025, inclusive, the Department of Education shall administer a grant program to provide grants to local and regional boards of education for the purpose of hiring and retaining additional school social workers, school psychologists, school counselors and school nurses.

(b) Applications for grants pursuant to subsection (a) of this section shall be filed with the Commissioner of Education at such time and in such manner as the commissioner prescribes. As part of the application, an applicant shall submit a (1) plan for the expenditure of grant funds, and (2) copy of the completed survey described in section 3 of this act. Such plan shall include, but need not be limited to, the number of additional school social workers, school psychologists, school

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counselors or school nurses to be hired, the number of school social workers, school psychologists, school counselors or school nurses being retained who were previously hired with the assistance of grant funds awarded under this section, whether such school social workers, school psychologists, school counselors or school nurses will be conducting assessments of students or providing services to students based on the results of assessments, and the type of services that will be provided by such school social workers, school psychologists, school counselors and school nurses.

(c) In determining whether to award an applicant a grant under this section, the commissioner shall give priority to those school districts (1) with large student-to-school social worker ratios, student-to-school psychologist ratios, student-to-school counselor ratios, or student-to-school nurse ratios, or (2) that have a high volume of student utilization of mental health services.

(d) For the fiscal year ending June 30, 2023, the commissioner may award a grant to an applicant and shall determine the amount of the grant award based on the plan submitted by such applicant pursuant to subsection (b) of this section. The commissioner shall pay a grant to each grant recipient in each of the fiscal years ending June 30, 2023, to June 30, 2025, inclusive, as follows: (1) For the fiscal year ending June 30, 2023, the amount of the grant shall be as determined by the commissioner under this subsection; (2) for the fiscal year ending June 30, 2024, the amount of the grant shall be the same amount as the grant awarded for the prior fiscal year; and (3) for the fiscal year ending June 30, 2025, the amount of the grant shall be seventy per cent of the amount of the grant awarded for the prior fiscal year.

(e) Grant recipients shall file annual expenditure reports with the department at such time and in such manner as the commissioner prescribes. Grant recipients shall refund to the department (1) any unexpended amounts at the close of the fiscal year in which the grant

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was awarded, and (2) any amounts not expended in accordance with the plan for which such grant application was approved.

(f) The department shall annually track and calculate the utilization rate of the grant program for each grant recipient. Such utilization rate shall be calculated using metrics that include, but need not be limited to, the number of students served and the hours of service provided using grant funds awarded under the program.

(g) For purposes of carrying out the provisions of this section, the Department of Education may accept funds from private sources or any state agency, gifts, grants and donations, including, but not limited to, in-kind donations.

(h) (1) Not later than January 1, 2024, and each January first thereafter until and including January 1, 2026, the commissioner shall submit a report, in accordance with the provisions of section 11-4a of the general statutes, on the expenditure report and utilization rate, calculated pursuant to subsection (f) of this section, for each grant recipient to the joint standing committees of the General Assembly having cognizance of matters relating to education and children.

(2) Not later than January 1, 2026, the Commissioner of Education shall develop recommendations concerning (A) whether such grant program should be extended and funded for the fiscal year ending June 30, 2026, and each fiscal year thereafter, and (B) the amount of the grant award under the program. The commissioner shall submit such recommendations, in accordance with the provisions of section 11-4a of the general statutes, to the joint standing committees of the General Assembly having cognizance of matters relating to education and children.

Sec. 5. (*Effective July 1, 2022*) For the fiscal year ending June 30, 2023, the Department of Education shall hire a full-time employee to

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administer the grant program that provides grants to local and regional boards of education for the purpose of hiring and retaining additional school social workers, school psychologists, school counselors and school nurses, described in section 4 of this act.

Sec. 6. (*Effective July 1, 2022*) The Department of Education shall conduct a study to evaluate the feasibility of creating a temporary human services permit to allow individuals who have specialized training, experience or expertise in social work, human services, psychology or sociology, but do not meet the certification requirements under chapter 166 of the general statutes, to work in a public school in order to respond to an emergency need of a school district. Such study shall include, but need not be limited to, (1) an analysis of the need of school districts for individuals with human services credentials to provide such services to students, (2) an assessment of the appropriate qualifications for individuals to be issued such permit in relation to the need of school districts throughout the state for such individuals to provide services to students in schools, (3) a comparison of the services that an individual who would be issued a human services permit would be permitted to provide to students with those individuals who are certified under chapter 166 of the general statutes to provide such services to students, and (4) an analysis of whether such permit is necessary based on the initial results of the grant program described in section 4 of this act. In conducting the study, the department shall consult with institutions of higher education, support services associations, superintendents, principals, support services staff, community providers and families. Not later than January 1, 2024, the department shall submit a report on its findings and recommendations to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a of the general statutes.

Sec. 7. Section 10-212a of the general statutes is repealed and the

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

(a) (1) A school nurse or, in the absence of such nurse, any other nurse licensed pursuant to the provisions of chapter 378, including a nurse employed by, or providing services under the direction of a local or regional board of education at, a school-based health clinic, who shall administer medical preparations only to students enrolled in such school-based health clinic in the absence of a school nurse, the principal, any teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, or coach of intramural and interscholastic athletics of a school may administer, subject to the provisions of subdivision (2) of this subsection, medicinal preparations, including such controlled drugs as the Commissioner of Consumer Protection may, by regulation, designate, to any student at such school pursuant to the written order of a physician licensed to practice medicine, or a dentist licensed to practice dental medicine in this or another state, or an optometrist licensed to practice optometry in this state under chapter 380, or an advanced practice registered nurse licensed to prescribe in accordance with section 20-94a, or a physician assistant licensed to prescribe in accordance with section 20-12d, and the written authorization of a parent or guardian of such child. The administration of medicinal preparations by a nurse licensed pursuant to the provisions of chapter 378, a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, or coach shall be under the general supervision of a school nurse. No such school nurse or other nurse, principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, coach or school paraprofessional administering medication pursuant to this section shall be liable to such student or a parent or guardian of such student for civil damages for any personal injuries that result from acts or omissions of such school nurse or other nurse, principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school

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district, coach or school paraprofessional administering medication pursuant to this section in administering such preparations that may constitute ordinary negligence. This immunity does not apply to acts or omissions constituting gross, wilful or wanton negligence.

(2) Each local and regional board of education that allows a school nurse or, in the absence of such nurse, any other nurse licensed pursuant to the provisions of chapter 378, including a nurse employed by, or providing services under the direction of a local or regional board of education at, a school-based health clinic, who shall administer medical preparations only to students enrolled in such school-based health clinic in the absence of a school nurse, the principal, any teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, coach of intramural and interscholastic athletics or school paraprofessional of a school to administer medicine or that allows a student to possess, self-administer or possess and self-administer medicine, including medicine administered through the use of an asthmatic inhaler or an automatic prefilled cartridge injector or similar automatic injectable equipment, shall adopt written policies and procedures, in accordance with this section and the regulations adopted pursuant to subsection (c) of this section, that shall be approved by the school medical advisor, if any, or other qualified licensed physician. Once so approved, such administration of medication shall be in accordance with such policies and procedures.

(3) A director of a school readiness program as defined in section 10-16p, as amended by this act, or a before or after school program exempt from licensure by the Department of Public Health pursuant to subdivision (1) of subsection (b) of section 19a-77, or the director's designee, may administer medications to a child enrolled in such a program in accordance with regulations adopted by the State Board of Education in accordance with the provisions of chapter 54. No individual administering medications pursuant to this subdivision shall

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be liable to such child or a parent or guardian of such child for civil damages for any personal injuries that result from acts or omissions of such individual in administering such medications which may constitute ordinary negligence. This immunity shall not apply to acts or omissions constituting gross, wilful or wanton negligence.

(b) Each school wherein any controlled drug is administered under the provisions of this section shall keep such records thereof as are required of hospitals under the provisions of subsections (f) and (h) of section 21a-254 and shall store such drug in such manner as the Commissioner of Consumer Protection shall, by regulation, require.

(c) The State Board of Education, in consultation with the Commissioner of Public Health, shall adopt regulations, in accordance with the provisions of chapter 54, determined to be necessary by the board to carry out the provisions of this section, including, but not limited to, regulations that (1) specify conditions under which a coach of intramural and interscholastic athletics may administer medicinal preparations, including controlled drugs specified in the regulations adopted by the commissioner, to a child participating in such intramural and interscholastic athletics, (2) specify conditions and procedures for the administration of medication by school personnel to students, including, but not limited to, (A) the conditions and procedures for the storage and administration of epinephrine by school personnel to students for the purpose of emergency first aid to students who experience allergic reactions and who do not have a prior written authorization for the administration of epinephrine, in accordance with the provisions of subdivision (2) of subsection (d) of this section, and (B) the conditions and procedures for the storage and administration of opioid antagonists by school personnel to students who experience an opioid-related drug overdose and who do not have a prior written authorization for the administration of an opioid antagonist, in accordance with the provisions of subdivision (1) of subsection (g) of

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this section, and (3) specify conditions for the possession, self-administration or possession and self-administration of medication by students, including permitting a child diagnosed with: (A) Asthma to retain possession of an asthmatic inhaler at all times while attending school for prompt treatment of the child's asthma and to protect the child against serious harm or death provided a written authorization for self-administration of medication signed by the child's parent or guardian and an authorized prescriber is submitted to the school nurse; and (B) an allergic condition to retain possession of an automatic prefilled cartridge injector or similar automatic injectable equipment at all times, including while attending school or receiving school transportation services, for prompt treatment of the child's allergic condition and to protect the child against serious harm or death provided a written authorization for self-administration of medication signed by the child's parent or guardian and an authorized prescriber is submitted to the school nurse. The regulations shall require authorization pursuant to: (i) The written order of a physician licensed to practice medicine in this or another state, a dentist licensed to practice dental medicine in this or another state, an advanced practice registered nurse licensed under chapter 378, a physician assistant licensed under chapter 370, a podiatrist licensed under chapter 375, or an optometrist licensed under chapter 380; and (ii) the written authorization of a parent or guardian of such child.

(d) (1) (A) With the written authorization of a student's parent or guardian, and (B) pursuant to the written order of a qualified medical professional, a school nurse and a school medical advisor, if any, may jointly approve and provide general supervision to an identified school paraprofessional to administer medication, including, but not limited to, medication administered with a cartridge injector, to a specific student with a medically diagnosed allergic condition that may require prompt treatment in order to protect the student against serious harm or death.

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(2) A school nurse or, in the absence of a school nurse, a qualified school employee shall maintain epinephrine in cartridge injectors for the purpose of emergency first aid to students who experience allergic reactions and do not have a prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of epinephrine. A school nurse or a school principal shall select qualified school employees to administer such epinephrine under this subdivision, and there shall be at least one such qualified school employee on the grounds of the school during regular school hours in the absence of a school nurse. A school nurse or, in the absence of such school nurse, such qualified school employee may administer such epinephrine under this subdivision, provided such administration of epinephrine is in accordance with policies and procedures adopted pursuant to subsection (a) of this section. Such administration of epinephrine by a qualified school employee shall be limited to situations when the school nurse is absent or unavailable. No qualified school employee shall administer such epinephrine under this subdivision unless such qualified school employee annually completes the training program described in section 10-212g. The parent or guardian of a student may submit, in writing, to the school nurse and school medical advisor, if any, that epinephrine shall not be administered to such student under this subdivision.

(3) In the case of a student with a medically diagnosed life-threatening allergic condition, (A) with the written authorization of such student's parent or guardian, and (B) pursuant to the written order of a qualified medical professional, such student may possess, self-administer or possess and self-administer medication, including, but not limited to, medication administered with a cartridge injector, to protect such student against serious harm or death.

(4) For purposes of this subsection, (A) "cartridge injector" means an automatic prefilled cartridge injector or similar automatic injectable

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equipment used to deliver epinephrine in a standard dose for emergency first aid response to allergic reactions, (B) "qualified school employee" means a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, coach or school paraprofessional, and (C) "qualified medical professional" means (i) a physician licensed under chapter 370, (ii) an optometrist licensed to practice optometry under chapter 380, (iii) an advanced practice registered nurse licensed to prescribe in accordance with section 20-94a, or (iv) a physician assistant licensed to prescribe in accordance with section 20-12d.

(e) (1) With the written authorization of a student's parent or guardian, and (2) pursuant to a written order of the student's physician licensed under chapter 370 or the student's advanced practice registered nurse licensed under chapter 378, a school nurse or a school principal shall select, and a school nurse shall provide general supervision to, a qualified school employee to administer medication with injectable equipment used to administer glucagon to a student with diabetes that may require prompt treatment in order to protect the student against serious harm or death. Such authorization shall be limited to situations when the school nurse is absent or unavailable. No qualified school employee shall administer medication under this subsection unless (A) such qualified school employee annually completes any training required by the school nurse and school medical advisor, if any, in the administration of medication with injectable equipment used to administer glucagon, (B) the school nurse and school medical advisor, if any, have attested, in writing, that such qualified school employee has completed such training, and (C) such qualified school employee voluntarily agrees to serve as a qualified school employee. For purposes of this subsection, "injectable equipment used to administer glucagon" means an injector or injectable equipment used to deliver glucagon in an appropriate dose for emergency first aid response to diabetes. For purposes of this subsection, "qualified school employee" means a

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principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, coach or school paraprofessional.

(f) (1) (A) With the written authorization of a student's parent or guardian, and (B) pursuant to the written order of a physician licensed under chapter 370 or an advanced practice registered nurse licensed under chapter 378, a school nurse and a school medical advisor, if any, shall select, and a school nurse shall provide general supervision to, a qualified school employee to administer antiepileptic medication, including by rectal syringe, to a specific student with a medically diagnosed epileptic condition that requires prompt treatment in accordance with the student's individual seizure action plan. Such authorization shall be limited to situations when the school nurse is absent or unavailable. No qualified school employee shall administer medication under this subsection unless (i) such qualified school employee annually completes the training program described in subdivision (2) of this subsection, (ii) the school nurse and school medical advisor, if any, have attested, in writing, that such qualified school employee has completed such training, (iii) such qualified school employee receives monthly reviews by the school nurse to confirm such qualified school employee's competency to administer antiepileptic medication under this subsection, and (iv) such qualified school employee voluntarily agrees to serve as a qualified school employee. For purposes of this subsection, "qualified school employee" means a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, coach or school paraprofessional.

(2) The Department of Education, in consultation with the School Nurse Advisory Council, established pursuant to section 10-212f, and the Association of School Nurses of Connecticut, shall develop an antiepileptic medication administrating training program. Such training

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program shall include instruction in (A) an overview of childhood epilepsy and types of seizure disorders, (B) interpretation of individual student's emergency seizure action plan and recognition of individual student's seizure activity, (C) emergency management procedures for seizure activity, including administration techniques for emergency seizure medication, (D) when to activate emergency medical services and postseizure procedures and follow-up, (E) reporting procedures after a student has required such delegated emergency seizure medication, and (F) any other relevant issues or topics related to emergency interventions for students who experience seizures.

(g) (1) A school nurse or, in the absence of a school nurse, a qualified school employee may maintain opioid antagonists for the purpose of emergency first aid to students who experience an opioid-related drug overdose and do not have a prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of such opioid antagonist. A school nurse or a school principal shall select qualified school employees to administer such opioid antagonist under this subdivision, and there shall be at least one such qualified school employee on the grounds of the school during regular school hours in the absence of a school nurse. A school nurse or, in the absence of such school nurse, such qualified school employee may administer such opioid antagonist under this subdivision, provided such administration of the opioid antagonist is in accordance with policies and procedures adopted pursuant to subsection (a) of this section. Such administration of an opioid antagonist by a qualified school employee shall be limited to situations when the school nurse is absent or unavailable. No school nurse or qualified school employee shall administer such opioid antagonist under this subdivision unless such school nurse or qualified school employee completes a training program in the distribution and administration of an opioid antagonist developed by the Department of Education, Department of Public Health and the Department of Consumer Protection, or under an

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agreement entered into pursuant to section 21a-286, as amended by this act. The parent or guardian of a student may submit a request, in writing, to the school nurse and school medical advisor, if any, that an opioid antagonist shall not be administered to such student under this subdivision.

(2) Not later than October 1, 2022, the Department of Education, in consultation with the Departments of Consumer Protection and Public Health, shall develop guidelines for use by local and regional boards of education on the storage and administration of opioid antagonists in schools in accordance with the provisions of this subsection.

(3) For purposes of this subsection, (A) "opioid antagonist" means naloxone hydrochloride or any other similarly acting and equally safe drug approved by the federal Food and Drug Administration for the treatment of a drug overdose, (B) "qualified school employee" means a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, coach or school paraprofessional, and (C) "qualified medical professional" means (i) a physician licensed under chapter 370, (ii) an optometrist licensed to practice optometry under chapter 380, (iii) an advanced practice registered nurse licensed to prescribe in accordance with section 20-94a, or (iv) a physician assistant licensed to prescribe in accordance with section 20-12d.

Sec. 8. Section 21a-286 of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2022*):

(a) For purposes of this section:

(1) "Opioid antagonist" shall have the meaning set forth in section 17a-714a.

(2) "Prescribing practitioner" shall have the meaning set forth in section 20-14c.

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(3) "Pharmacist" shall have the meaning set forth in section 20-609a.

(b) A prescribing practitioner or a pharmacist certified to prescribe naloxone pursuant to section 20-633c may enter into an agreement with a law enforcement agency, emergency medical service provider, government agency, [or] community health organization or local or regional board of education related to the distribution and administration of an opioid antagonist for the reversal of an opioid overdose. The prescribing practitioner or pharmacist shall provide training to persons who will distribute or administer the opioid antagonist pursuant to the terms of the agreement. Persons other than the prescribing practitioner or pharmacist shall receive training in the distribution or administration of opioid antagonists prior to distributing or administering an opioid antagonist. The agreement shall address the storage, handling, labeling, recalls and recordkeeping of opioid antagonists by the law enforcement agency, emergency medical service provider, government agency, [or] community health organization or local or regional board of education which is party to the agreement.

(c) A prescribing practitioner or pharmacist who enters into an agreement pursuant to subsection (b) of this section shall not be liable for damages in a civil action or subject to administrative or criminal prosecution for the administration or dispensing of an opioid antagonist by such law enforcement agency, emergency medical service provider, government agency, [or] community health organization or local or regional board of education.

(d) The Commissioner of Consumer Protection may adopt regulations, in accordance with the provisions of chapter 54, to implement the provisions of this section.

Sec. 9. (*Effective July 1, 2022*) For the school year commencing July 1, 2022, the Department of Public Health, in collaboration with the Department of Education, shall provide information to local and

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regional boards of education regarding where such boards can acquire opioid antagonists, as defined in section 10-212a of the general statutes, as amended by this act, including the name and contact information of any manufacturer of opioid antagonists that is providing such opioid antagonists at no cost to school districts.

Sec. 10. (*Effective from passage*) (a) As used in this section:

(1) "Ableism" means the bias, prejudice or discrimination, intentional or unintentional, against people with physical, psychiatric or intellectual disabilities; and

(2) "Social-emotional learning" has the same meaning as provided in section 10-222v of the general statutes.

(b) There is established a task force to combat ableism. The task force shall identify (1) current efforts to educate all students on disability and combat ableism in the public school curriculum and classrooms, and (2) opportunities to expand such efforts and integrate them into social-emotional learning.

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

(1) Two appointed by the speaker of the House of Representatives, one of whom is an educator employed by a local or regional board of education and one of whom is a leader in social-emotional learning who works with children;

(2) Two appointed by the president pro tempore of the Senate, one of whom works as a special education teacher and one of whom is a member of the social and emotional learning and school climate advisory collaborative established pursuant to section 10-222q of the general statutes;

(3) One appointed by the majority leader of the House of

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Representatives, who is a school administrator employed by a local or regional board of education;

(4) One appointed by the majority leader of the Senate, who is a chairperson of a local or regional board of education;

(5) One appointed by the minority leader of the House of Representatives, who is a director or employee of a private nonprofit organization in the state that provides services or programs for children with disabilities;

(6) One appointed by the minority leader of the Senate, who is a director or employee of a private nonprofit organization in the state that provides disability-related services or programs for children;

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

(8) The Commissioner of Early Childhood, or the commissioner's designee;

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

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

(11) The Chief Court Administrator, or the Chief Court Administrator's designee; and

(12) The director of Special Education Equity for Kids of Connecticut, or the director's designee.

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

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

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

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

(h) Not later than January 1, 2023, the task force shall submit a report on its findings and recommendations to the joint standing committee of the General Assembly having cognizance of matters relating to children and education, in accordance with the provisions of section 11-4a of the general statutes. The task force shall terminate on the date that it submits such report or January 1, 2023, whichever is later.

Sec. 11. (*Effective from passage*) (a) There is established a task force to study the governance structure and internal procedures of the Connecticut Interscholastic Athletic Conference. Such study shall include, but need not be limited to, an examination of the leadership structure of the conference and how leadership positions are filled, and how the conference receives and resolves complaints filed by members of the conference and individuals.

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

(1) One appointed by the speaker of the House of Representatives, who has expertise in coaching;

(2) Two appointed by the president pro tempore of the Senate, each

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of whom are the parent or guardian of a student athlete for a school that is a member of the Connecticut Interscholastic Athletic Conference;

(3) One appointed by the majority leader of the House of Representatives, who is an expert in diversity in sports;

(4) One appointed by the majority leader of the Senate, who is an athletic director for a school district that is a member of the Connecticut Interscholastic Athletic Conference;

(5) One appointed by the minority leader of the House of Representatives, who has expertise in sports management;

(6) One appointed by the minority leader of the Senate, who is an administrator at a school that is a member of the Connecticut Interscholastic Athletic Conference; and

(7) The director of the Connecticut Interscholastic Athletic Conference, or the director's designee.

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

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

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

(f) The administrative staff of the joint standing committee of the General Assembly having cognizance of matters relating to education

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shall serve as administrative staff of the task force.

(g) Not later than January 1, 2023, the task force shall submit a report, in accordance with the provisions of section 11-4a of the general statutes, on its findings and recommendations to the joint standing committee of the General Assembly having cognizance of matters relating to education. The task force shall terminate on the date that it submits such report or January 1, 2023, whichever is later.

Sec. 12. (NEW) (*Effective July 1, 2022*) For the fiscal year ending June 30, 2023, the Department of Public Health shall administer a school-based health center expansion grant program to provide grants to certain operators of school-based health centers for the expansion of school-based health centers and services provided by such centers. The following operators of school-based health centers shall be eligible for a grant under this section: (1) The operator of a school-based health center for any of the thirty-six recommended sites for expanded mental health services contained in the final report of the School-Based Health Center Expansion Working Group, established pursuant to section 16 of public act 21-35, and (2) the operator of a school-based health center for any of the one hundred twenty-four recommended schools for expanded school-based health center medical and mental health services contained in the final report of the School-Based Health Center Expansion Working Group, established pursuant to section 16 of public act 21-35. The department shall give priority to awarding a grant to those operators of a school-based health center that will provide services after regular school hours. Each such operator shall submit, in collaboration with the local or regional board of education for the school district in which the school-based health center is located, an application for a grant under this section at such time and in such manner as prescribed by the department.

Sec. 13. (*Effective from passage*) For the fiscal year ending June 30, 2023, the Department of Education shall, within available appropriations,

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provide assistance and support to the districts participating in the Learner Engagement and Attendance Program (LEAP).

Sec. 14. Section 10-156a of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2022*):

Each professional employee certified by the State Board of Education and employed by a local or regional board of education of any town or regional school district to work directly with children shall have a guaranteed uninterrupted duty-free period for lunch which shall be scheduled as a single period of consecutive minutes that is the greater of thirty minutes or the duration prescribed in the collective bargaining agreement negotiated by the organization designated or elected as the exclusive bargaining representative for such professional employee.

Sec. 15. (NEW) (*Effective July 1, 2022*) (a) There is established a minority teacher candidate scholarship program administered by the Department of Education. The program shall provide an annual scholarship to minority students who (1) graduated from a public high school in a priority school district, as described in section 10-266p of the general statutes, and (2) are enrolled in a teacher preparation program at any four-year institution of higher education. Maximum grants shall not exceed twenty thousand dollars per year. As used in this section, "minority" has the same meaning as provided in section 10-156bb of the general statutes, as amended by this act.

(b) Not later than January 1, 2023, the department shall, in consultation with the chairpersons of the joint standing committee of the General Assembly having cognizance of matters relating to education, develop a policy concerning the administration of the scholarship. Such policy shall include, but need not be limited to, provisions regarding (1) any additional eligibility criteria, (2) payment and distribution of the scholarships, and (3) the notification of students in high school in priority school districts of the scholarship program.

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(c) For the fiscal years ending June 30, 2024, and each fiscal year thereafter, the department shall award scholarships in accordance with the provisions of this section and the guidelines developed pursuant to subsection (b) of this section.

(d) The department may accept gifts, grants and donations, from any source, public or private, for the minority teacher candidate scholarship program.

Sec. 16. (*Effective from passage*) (a) The Task Force to Diversify the Educator Workforce, established pursuant to section 10-156aa of the general statutes, as amended by this act, shall conduct a study to evaluate the implementation of and analyze the effectiveness of existing minority teacher recruitment and retention programs and efforts at the state and local levels. Such study shall include, but need not be limited to, (1) a review of prior legislation relating to minority teacher recruitment and retention, including, but not limited to, public acts 18-34, 19-74 and 19-117 and public act 21-2 of the June special session, (2) an evaluation of the implementation and outcomes of the programs and policies included in such legislation, (3) an assessment of the strategies and resources being used to ensure that at least two hundred fifty new minority teachers and administrators, of which at least thirty per cent are men, are hired and employed by local and regional boards of education each year in the state, pursuant to section 10-156ff of the general statutes, as amended by this act, and whether such goal is being realized, and (4) an analysis of any other issue relating to the recruitment or retention of minority teachers.

(b) The task force may consult with the Department of Education, the Minority Teacher Recruitment Policy Oversight Council, established pursuant to section 10-156bb of the general statutes, as amended by this act, and the chairpersons of the joint standing committee of the General Assembly having cognizance of matters relating to education while conducting such study.

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(c) Not later than January 1, 2023, the task force shall submit a report on its findings and any recommendations for legislation to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a of the general statutes.

Sec. 17. Subsection (a) of section 10-156aa of the general statutes is repealed and the following is substituted in lieu thereof (*Effective from passage*):

(a) There is established [a task force] the Task Force to Diversify the Educator Workforce to study and develop strategies to increase and improve the recruitment, preparation and retention of minority teachers, as defined in section 10-155l, in public schools in the state. Such study shall include, but need not be limited to, (1) an analysis of the causes of minority teacher shortages in the state, (2) an examination of current state-wide and school district demographics, and (3) a review of best practices.

Sec. 18. Subsections (a) and (b) of section 10-151d of the general statutes are repealed and the following is substituted in lieu thereof (*Effective from passage*):

(a) There is established a Performance Evaluation Advisory Council within the Department of Education. Membership of the council shall consist of: (1) The Commissioner of Education and the president of the Connecticut State Colleges and Universities, or their designees, (2) one representative from each of the following associations, designated by the association, the Connecticut Association of Boards of Education, the Connecticut Association of Public School Superintendents, the Connecticut Federation of School Administrators, the Connecticut Education Association, the American Federation of Teachers-Connecticut, the Connecticut Association of School Administrators and the Connecticut Association of Schools, (3) a representative from the

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[minority teacher recruitment task force] Task Force to Diversify the Educator Workforce, established pursuant to section 10-156aa, as amended by this act, designated by the chairpersons of [the minority teacher recruitment] said task force, and (4) persons selected by the Commissioner of Education who shall include, but need not be limited to, teachers, persons with expertise in performance evaluation processes and systems, and any other person the commissioner deems appropriate.

(b) The council shall be responsible for (1) assisting the State Board of Education in the development of (A) guidelines for a model teacher evaluation and support program, and (B) a model teacher evaluation and support program, pursuant to subsection (c) of section 10-151b, (2) the data collection and evaluation support system, pursuant to subsection (c) of section 10-10a, and (3) assisting the State Board of Education in the development of a teacher evaluation and support program implementation plan, pursuant to subsection (e) of section 10-151b. The council shall meet at least quarterly. The council shall collaborate with the [minority teacher recruitment task force] Task Force to Diversify the Educator Workforce, established pursuant to section 10-156aa, as amended by this act, to focus on issues concerning equity and closing the achievement gap, as defined in section 10-14u.

Sec. 19. Section 10-156bb of the general statutes is repealed and the following is substituted in lieu thereof (*Effective from passage*):

There is established a Minority Teacher Recruitment Policy Oversight Council within the Department of Education. The council shall consist of (1) the Commissioner of Education, or the commissioner's designee, (2) two representatives from the [minority teacher recruitment task force] Task Force to Diversify the Educator Workforce, established pursuant to section 10-156aa, as amended by this act, (3) one representative from each of the exclusive bargaining units for certified employees, chosen pursuant to section 10-153b, (4) the president of the

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Connecticut State Colleges and Universities, or the president's designee, and (5) a representative from an alternate route to certification program, appointed by the Commissioner of Education. The council shall hold quarterly meetings and advise, at least quarterly, the Commissioner of Education, or the commissioner's designee, on ways to (A) encourage minority middle and secondary school students to attend institutions of higher education and enter teacher preparation programs, (B) recruit minority students attending institutions of higher education to enroll in teacher preparation programs and pursue teaching careers, (C) recruit and retain minority teachers in Connecticut schools, (D) recruit minority teachers from other states to teach in Connecticut schools, and (E) recruit minority professionals in other fields to enter teaching. The council shall report, annually, in accordance with the provisions of section 11-4a, on the recommendations given to the commissioner, or the commissioner's designee, pursuant to the provisions of this section, to the joint standing committee of the General Assembly having cognizance of matters relating to education. For purposes of this section, "minority" means individuals whose race is defined as other than white, or whose ethnicity is defined as Hispanic or Latino by the federal Office of Management and Budget for use by the Bureau of Census of the United States Department of Commerce.

Sec. 20. Section 10-156ee of the 2022 supplement to the general statutes is repealed and the following is substituted in lieu thereof (*Effective from passage*):

Not later than January 1, 2019, the Department of Education, in consultation with the Minority Teacher Recruitment Policy Oversight Council, shall (1) identify relevant research and successful practices to enhance minority teacher recruitment throughout the state, (2) identify and establish public, private and philanthropic partnerships to increase minority teacher recruitment, (3) utilize, monitor and evaluate innovative methods to attract minority candidates to the teaching

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profession, particularly in subject areas in which a teacher shortage exists, as determined by the Commissioner of Education pursuant to section 10-8b, (4) modernize the process for educators to obtain educator certification under this chapter by eliminating obstacles to certification to increase competitiveness with other states, (5) identify and utilize high-quality, affordable and bias-free educator assessments, (6) adopt cut scores for educator assessments, that do not exceed the multistate cut scores, to increase competitiveness with surrounding states, (7) support new and existing educator preparation programs that commit to enrolling greater numbers of minority teacher candidates in a manner that supports interstate reciprocity, (8) monitor, advise and support, and intervene in when necessary, local and regional boards of education's efforts to prioritize minority teacher recruitment and develop innovative strategies to attract and retain minority teachers within their districts, (9) (A) on and after July 1, 2019, include a question regarding the demographic data of applicants for positions requiring educator certification in the department's annual hiring survey distributed to local and regional boards of education, and (B) not later than July 1, 2020, and annually thereafter, submit a report, in accordance with the provisions of section 11-4a, on the applicant demographic data collected pursuant to subparagraph (A) of this subdivision to the [minority teacher recruitment task force] Task Force to Diversify the Educator Workforce, established pursuant to section 10-156aa, as amended by this act, and to the joint standing committee of the General Assembly having cognizance of matters relating to education, and (10) not later than July 1, 2022, develop and make available, in consultation with the State Education Resource Center, a video training module for school district personnel involved in or responsible for hiring educators relating to implicit bias and anti-bias in the hiring process. For purposes of this section, "minority" has the same meaning as provided in section 10-156bb, as amended by this act.

Sec. 21. Section 10-156ff of the general statutes is repealed and the

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

For the school year commencing July 1, 2020, and each school year thereafter, the Minority Teacher Recruitment Policy Oversight Council, established pursuant to section 10-156bb, as amended by this act, in consultation with the [minority teacher recruitment task force] Task Force to Diversify the Educator Workforce, established pursuant to section 10-156aa, as amended by this act, shall develop and implement strategies and utilize existing resources to ensure that at least two hundred fifty new minority teachers and administrators, of which at least thirty per cent are men, are hired and employed by local and regional boards of education each year in the state. As used in this section, "minority" has the same meaning as provided in section 10-156bb, as amended by this act.

Sec. 22. Subsection (a) of section 10a-168b of the general statutes is repealed and the following is substituted in lieu thereof (*Effective from passage*):

(a) For the fiscal year ending June 30, 2020, and each fiscal year thereafter, the Office of Higher Education, in collaboration with the Minority Teacher Recruitment Policy Oversight Council, established pursuant to section 10-156bb, as amended by this act, and the [minority teacher recruitment task force] Task Force to Diversify the Educator Workforce, established pursuant to section 10-156aa, as amended by this act, shall, within available appropriations, administer a minority educator loan reimbursement grant program for persons who meet the eligibility requirements described in subsection (b) of this section.

Sec. 23. (*Effective from passage*) The Department of Education shall conduct a review of the statutes and regulations relating to teacher certification. Such review shall identify obsolete provisions, evaluate existing requirements for effectiveness and analyze whether any such statutes or regulations create a barrier to entry or undue hardship for

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the recruitment or retention of teaching candidates, including reciprocity with other states and Puerto Rico, or addressing the academic needs of students in the state. The department may seek input and recommendations from stakeholder groups while conducting such review. Not later than January 1, 2023, the department shall submit a report on its findings and recommendations to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a of the general statutes.

Sec. 24. (NEW) (*Effective July 1, 2022*) (a) For the school years commencing July 1, 2022, and July 1, 2023, the State Board of Education, upon the request of a local or regional board of education or a regional educational service center, may issue a career and technical pathways instructor permit to any person with specialized training, experience or expertise in the field of manufacturing, allied health, computer technology, engineering or any of the construction trades. Such permit shall authorize such person to hold a part-time position of not more than twenty classroom instructional hours per week as a teacher of a class in such person's area of specialized training, experience or expertise. Such person shall (1) hold (A) an associate degree or a bachelor's degree in the field of manufacturing, allied health, computer technology, engineering or any of the construction trades, from an institution of higher education accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited, or (B) a credential, as defined in section 10a-34h of the general statutes, in the field of manufacturing, allied health, computer technology, engineering or any of the construction trades; and (2) have a minimum of two years of work experience in the field of such person's associate degree, bachelor's degree or credential.

(b) During a period of such employment, a person holding a career and technical pathways instructor permit shall be under the supervision

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of the superintendent of schools or of a principal, administrator or supervisor designated by such superintendent who shall regularly observe, guide and evaluate the performance of assigned duties by such holder of a career and technical pathways instructor permit.

(c) Each such career and technical pathways instructor permit shall be valid for the school years commencing July 1, 2022, and July 1, 2023.

(d) Any board of education or regional educational service center employing a person who holds a career and technical pathways instructor permit issued under this section shall provide a program to assist each such person. Such program, developed in consultation with the Department of Education, shall include academic and classroom support service components.

(e) No person holding a career and technical pathways instructor permit shall fill a position that will result in the displacement of any person holding a teaching certificate under section 10-145b of the general statutes who is already employed at such school.

(f) Any person holding a career and technical pathways instructor permit pursuant to this section shall not be deemed to be eligible for membership in the teachers' retirement system solely by reason of such permit, provided any such person who holds a regular teacher's certificate issued by the State Board of Education shall not be excluded from membership in said system.

Sec. 25. Section 10-4w of the 2022 supplement to the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2022*):

(a) As used in this section: [.]

(1) "[remote] Remote learning" means instruction by means of one or more Internet-based software platforms as part of a remote learning

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model; [.] and

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

(b) Not later than January 1, 2022, the Commissioner of Education shall develop, and update as necessary, standards for remote learning. [The standards shall not be deemed to be regulations, as defined in section 4-166.]

(c) For the school [year] years commencing July 1, 2022, and [each school year thereafter] July 1, 2023, a local or regional board of education may authorize remote learning to students in grades nine to twelve, inclusive, provided such board (1) provides such instruction in compliance with the standards developed pursuant to subsection (b) of this section, [and] (2) adopts a policy regarding the requirements for student attendance during remote learning, which shall (A) be in compliance with the Department of Education's guidance on student attendance during remote learning, and (B) count the attendance of any student who spends not less than one-half of the school day during such instruction engaged in (i) virtual classes, (ii) virtual meetings, (iii) activities on time-logged electronic systems, and (iv) the completion and submission of assignments, and (3) prohibits the provision of dual instruction as part of remote learning.

(d) For the school year commencing July 1, 2024, and each school year thereafter, a local or regional board of education may authorize remote learning to students in grades kindergarten to twelve, inclusive, provided such board (1) provides such instruction in compliance with the standards developed pursuant to subsection (b) of this section, (2) adopts a policy regarding the requirements for student attendance during remote learning, which shall (A) be in compliance with the Department of Education's guidance on student attendance during

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remote learning, and (B) count the attendance of any student who spends not less than one-half of the school day during such instruction engaged in (i) virtual classes, (ii) virtual meetings, (iii) activities on time-logged electronic systems, and (iv) the completion and submission of assignments, and (3) prohibits the provision of dual instruction as part of remote learning.

Sec. 26. Section 10-357b of the 2022 supplement to the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2022*):

(a) The purposes of the State Education Resource Center, established pursuant to section 10-357a, shall be to assist the State Board of Education in the provision of programs and activities that will promote educational equity and excellence. Such activities shall be limited to: Training, technical assistance and professional development for local and regional boards of education, school leaders, teachers, families and community partners in the form of seminars, publications, site visits, on-line content and other appropriate means; maintaining a state education resource center library; publication of technical materials; research and evaluation; writing, managing, administering and coordinating grants for the purposes described in this subsection; and any other related activities directly related to the purposes described in this subsection. The center shall support local educational agencies serving the needs of families, communities and service providers. The center [may] shall support programs and activities concerning early childhood education, in collaboration with the Office of Early Childhood, improving school and district academic performance, and closing [academic achievement] opportunity gaps between socio-economic subgroups, and other related programs and activities. The center shall support and collaborate with other state agencies for the purposes described in this subsection. For such purposes the center is authorized and empowered to:

(1) Have perpetual succession as a body politic and corporate and to

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adopt bylaws for the regulation of its affairs and the conduct of its business;

(2) Adopt an official seal and alter the same at pleasure;

(3) Maintain an office at such place or places as it may designate;

(4) Sue and be sued in its own name and plead and be impleaded;

(5) (A) Employ such assistants, agents and other employees as may be necessary or desirable who shall not be employees, as defined in subsection (b) of section 5-270; (B) establish all necessary or appropriate personnel practices and policies, including those relating to hiring, promotion, compensation, retirement and collective bargaining, which need not be in accordance with chapter 68, and the center shall not be an employer as defined in subsection (a) of section 5-270; and (C) engage consultants, attorneys and appraisers as may be necessary or desirable to carry out its purposes in accordance with this section and sections 10-357a, 10-357c and 10-357d;

(6) Receive and accept aid or contributions from any source of money, property, labor or other things of value, to be held, used and applied to carry out the purposes of this section and sections 10-357a, 10-357c and 10-357d, subject to such conditions upon which such grants and contributions may be made, including, but not limited to, gifts or grants from any department, agency or instrumentality of the United States or this state for any purpose consistent with this section and sections 10-357a, 10-357c and 10-357d;

(7) Make and enter into all contracts and agreements necessary or incidental to the performance of its duties and the execution of its powers under this section and sections 10-357a, 10-357c and 10-357d, including contracts and agreements for such professional services as the center deems necessary, including, but not limited to, those services provided by financial consultants, underwriters and technical

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specialists;

(8) Acquire, lease, purchase, own, manage, hold and dispose of personal property, and lease, convey or deal in or enter into agreements with respect to such property on any terms necessary or incidental to the carrying out of these purposes;

(9) Invest in, acquire, [lease,] purchase, own, manage, hold and dispose of real property and [lease,] convey or deal in or enter into agreements with respect to such property on any terms necessary or incidental to carrying out the purposes of this section and sections 10-357a, 10-357c and 10-357d, provided such transactions shall be subject to approval, review or regulation by any state agency pursuant to title 4b or any other provision of the general statutes;

(10) Lease real property on any terms necessary or incidental to carrying out the purposes of this section and sections 10-357a, 10-357c and 10-357d;

[(10)] (11) Procure insurance against any liability or loss in connection with its property and other assets, in such amounts and from such insurers as it deems desirable and to procure insurance for employees;

[(11)] (12) Account for and audit funds of the center and funds of any recipients of funds from the center;

[(12)] (13) Hold patents, copyrights, trademarks, marketing rights, licenses, or any other evidences of protection or exclusivity as to any products as defined in this section and sections 10-357a, 10-357c and 10-357d, issued under the laws of the United States or any state or any nation;

[(13)] (14) Establish advisory committees to assist in accomplishing its duties under this section and sections 10-357a, 10-357c and 10-357d, which may include one or more members of the board of directors and

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persons other than members; and

[(14)] (15) Do all acts and things necessary or convenient to carry out the purposes of this section and sections 10-357a, 10-357c and 10-357d, and the powers expressly granted by this section and sections 10-357a, 10-357c and 10-357d.

(b) The State Education Resource Center shall establish a Connecticut School Reform Resource Center either within the State Education Resource Center or by contract through a regional educational service center, established pursuant to section 10-66a. The Connecticut School Reform Resource Center shall operate year-round and shall focus on serving the needs of all public schools. The Connecticut School Reform Resource Center shall (1) publish and distribute reports on the most effective practices for improving student achievement by successful schools; (2) provide a program of professional development activities for (A) school leaders, including curriculum coordinators, principals, superintendents and board of education members, and (B) teachers to educate students that includes research-based child development and reading instruction tools and practices; (3) provide information on successful models for evaluating student performance and managing student data; (4) develop strategies for assisting such students who are in danger of failing; (5) develop culturally relevant methods for educating students whose primary language is not English; and (6) provide other programs and materials to assist in the improvement of public schools.

(c) The State Education Resource Center shall be subject to (1) rules, regulations and restrictions on purchasing, procurement, personal service agreements and the disposition of assets generally applicable to Connecticut state agencies, including those contained in titles 4, 4a and 4b and section 4e-19, and (2) audit by the Auditors of Public Accounts under chapter 12 and section 2-90.

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Sec. 27. Subsection (c) of section 10-266aa of the 2022 supplement to the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2022*):

(c) The program shall be phased in as provided in this subsection. (1) For the school year commencing in 1998, and for each school year thereafter, the program shall be in operation in the Hartford, New Haven and Bridgeport regions. The Hartford program shall operate as a continuation of the program described in section 10-266j. Students who reside in Hartford, New Haven or Bridgeport may attend school in another school district in the region and students who reside in such other school districts may attend school in Hartford, New Haven or Bridgeport, provided, beginning with the 2001-2002 school year, the proportion of students who are not minority students to the total number of students leaving Hartford, Bridgeport or New Haven to participate in the program shall not be greater than the proportion of students who were not minority students in the prior school year to the total number of students enrolled in Hartford, Bridgeport or New Haven in the prior school year. The regional educational service center operating the program shall make program participation decisions in accordance with the requirements of this subdivision. (2) For the school year commencing in 2000, and for each school year thereafter, the program shall be in operation in New London, provided beginning with the 2001-2002 school year, the proportion of students who are not minority students to the total number of students leaving New London to participate in the program shall not be greater than the proportion of students who were not minority students in the prior year to the total number of students enrolled in New London in the prior school year. The regional educational service center operating the program shall make program participation decisions in accordance with this subdivision. (3) The Department of Education may provide, within available appropriations, grants for the fiscal year ending June 30, 2003, to the remaining regional educational service centers to assist school

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districts in planning for a voluntary program of student enrollment in every priority school district, pursuant to section 10-266p, which is interested in participating in accordance with this subdivision. For the school year commencing in 2003, and for each school year thereafter, the voluntary enrollment program may be in operation in every priority school district in the state. Students from other school districts in the area of a priority school district, as determined by the regional educational service center pursuant to subsection (d) of this section, may attend school in the priority school district, provided such students bring racial, ethnic and economic diversity to the priority school district and do not increase the racial, ethnic and economic isolation in the priority school district. (4) For the school year commencing July 1, 2022, there shall be a pilot program in operation in Danbury and Norwalk. The pilot program shall serve (A) up to fifty students who reside in Danbury, and such students may attend school in the school districts for the towns of New Fairfield, Brookfield, Bethel, Ridgefield and Redding, and (B) up to fifty students who reside in Norwalk, and such students may attend school in the school districts for the towns of Darien, New Canaan, Wilton, Weston and Westport. School districts which receive students from Danbury and Norwalk under the pilot program during the school year commencing July 1, 2022, shall allow such students to attend school in the district until they graduate from high school. (5) For the school year commencing July 1, 2022, and each school year thereafter, the town of Guilford shall be eligible to participate in the program as a receiving district and a sending district with New Haven.

Sec. 28. Subsection (k) of section 10-266aa of the 2022 supplement to the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2022*):

(k) On or before March first of each year, the Commissioner of Education shall determine if the enrollment in the program pursuant to subsection (c) of this section for the fiscal year is below the number of

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students for which funds were appropriated. If the commissioner determines that the enrollment is below such number, the additional funds shall not lapse but shall be used by the commissioner in accordance with this subsection.

(1) Any amount up to five hundred thousand dollars of such nonlapsing funds shall be used for supplemental grants to receiving districts on a pro rata basis for each out-of-district student in the program pursuant to subsection (c) of this section who attends the same school in the receiving district as at least nine other such out-of-district students, not to exceed one thousand dollars per student.

(2) Any amount up to and including five hundred thousand dollars of such nonlapsing funds available after payment is made pursuant to subdivision (1) of this subsection shall be paid to the State Education Resource Center, established pursuant to section 10-357a, to provide professional development to certified employees, in accordance with the provisions of section 10-148a, and training for other school personnel in receiving districts.

[(2)] (3) Any [amount of] such nonlapsing funds [equal to or greater than five hundred thousand dollars, but less than one million dollars,] remaining after payment is made pursuant to subdivisions (1) and (2) of this subsection shall be used for [supplemental grants, in an amount determined by the commissioner, on a pro rata basis to receiving districts that report to the commissioner on or before March first of the current school year that the number of out-of-district students enrolled in such receiving district is greater than the number of out-of-district students enrolled in such receiving district from the previous school year] the provision of wrap-around services to students participating in the program, including, but not limited to, academic tutoring, family support and experiential learning opportunities.

[(3) Any remaining nonlapsing funds shall be used by the

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commissioner to increase enrollment in the interdistrict public school attendance program described in this section.]

Sec. 29. (*Effective from passage*) (a) There is established the state teacher shortage and retention task force. The task force shall develop a comprehensive report that includes recommendations that address (1) strategies to address attrition rates of teachers leaving the teaching profession, including incentives related to the Teachers' Retirement System, (2) the retention of teachers, (3) teacher shortages across subject matter disciplines, (4) the impact of retention and shortages in financially distressed school districts, and (5) streamlining teacher certification without diminishing standards or the professional value of a teaching certificate. In developing the report, the task force shall address issues relating to equity, diversity and inclusion, and examine strategies being used in other states to address teacher shortages and to attract and retain teachers.

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

(1) Two appointed by the speaker of the House of Representatives, one of whom is a certified teacher teaching in grades six to twelve, inclusive, and recommended by the Connecticut Education Association, and one of whom is a certified teacher teaching in grades six to twelve, inclusive, and recommended by the American Federation of Teachers-Connecticut;

(2) Two appointed by the president pro tempore of the Senate, one of whom is a certified teacher teaching in grades kindergarten to five, inclusive, and recommended by the Connecticut Education Association, and one of whom is a certified teacher teaching in grades kindergarten to five, inclusive, and recommended by the American Federation of Teachers-Connecticut;

(3) One appointed by the majority leader of the House of

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Representatives, who is a certified teacher teaching in a priority school district, as described in section 10-266p of the general statutes, and recommended by the Connecticut Education Association;

(4) One appointed by the majority leader of the Senate, who is a certified teacher teaching in a priority school district and recommended by the American Federation of Teachers-Connecticut;

(5) One appointed by the minority leader of the House of Representatives, who is a certified administrator and recommended by the Connecticut Association of Schools;

(6) One appointed by the minority leader of the Senate, who is a certified administrator serving as the principal of a school located in a priority school district and recommended by the Connecticut Association of Schools;

(7) One appointed by the House chairperson of the joint standing committee of the General Assembly having cognizance of matters relating to education, who is a certified teacher and is serving as a member of the Minority Teacher Recruitment Policy Oversight Council, established pursuant to section 10-156bb of the general statutes, as amended by this act;

(8) One appointed by the Senate chairperson of the joint standing committee of the General Assembly having cognizance of matters relating to education, who is a certified teacher and is serving, or has served, as a member of the Task Force to Diversify the Educator Workforce, established pursuant to section 10-156aa of the general statutes, as amended by this act;

(9) One appointed jointly by the House and Senate ranking members of the joint standing committee of the General Assembly having cognizance of matters relating to education, who is a faculty member of an institution of higher education in the state and has expertise in

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teacher recruitment strategies and is recommended by the Connecticut chapter of the American Association of Colleges for Teacher Education;

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

(11) The chief administrator of the Teachers' Retirement Board, or the chief administrator's designee; and

(12) Four persons appointed by the Governor, one of whom is a member of the State Board of Education, one of whom is a member of the Technical Education and Career System board, and two of whom are representatives of the Connecticut Association for Public School Superintendents.

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

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

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

(f) Not later than January 1, 2024, the task force shall submit a report on its findings and recommendations to the joint standing committee of the General Assembly having cognizance of matters relating to education and children, in accordance with the provisions of section 11-4a of the general statutes. The task force shall terminate on the date that it submits such report or January 1, 2024, whichever is later.

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Sec. 30. (*Effective from passage*) The Department of Correction, in consultation with the Department of Education, shall conduct a study of how Unified School District #1, established pursuant to section 18-99a of the general statutes, is funded and how such funding compares to the funding of other school districts and education programs. Such study shall include, but need not be limited to, (1) an examination of the average cost per pupil for students in Unified School District #1 and the amount per pupil received in state funding for the education of such students, and (2) a comparison of such per pupil costs and per pupil funding with other school districts and education programs in the state. Not later than January 1, 2023, the department shall submit a report on its findings and recommendations, if any, to the joint standing committee of the General Assembly having cognizance of matters relating to education and appropriations and the budgets of state agencies, in accordance with the provisions of section 11-4a of the general statutes.

Sec. 31. Subdivision (2) of section 10-76a of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2022*):

(2) "Child" means any person under [twenty-one] twenty-two years of age.

Sec. 32. Section 10-16b of the 2022 supplement to the general statutes, as amended by section 376 of public act 21-2 of the June special session, is repealed and the following is substituted in lieu thereof (*Effective July 1, 2025*):

(a) In the public schools the program of instruction offered shall include at least the following subject matter, as taught by legally qualified teachers, the arts; career education; consumer education; health and safety, including, but not limited to, human growth and development, nutrition, first aid, including cardiopulmonary

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resuscitation training in accordance with the provisions of section 10-16qq, disease prevention and cancer awareness, including, but not limited to, age and developmentally appropriate instruction in performing self-examinations for the purposes of screening for breast cancer and testicular cancer, community and consumer health, physical, mental and emotional health, including youth suicide prevention, substance abuse prevention, including instruction relating to opioid use and related disorders, safety, which shall include the safe use of social media, as defined in section 9-601, and may include the dangers of gang membership, and accident prevention; language arts, including reading, writing, grammar, speaking and spelling; mathematics; physical education; science, which may include the climate change curriculum described in subsection (d) of this section; social studies, including, but not limited to, citizenship, economics, geography, government, history and Holocaust and genocide education and awareness in accordance with the provisions of section 10-18f; African-American and black studies in accordance with the provisions of section 10-16ss; Puerto Rican and Latino studies in accordance with the provisions of section 10-16ss; Native American studies, in accordance with the provisions of section 10-16vv; Asian American and Pacific Islander studies, in accordance with the provisions of section 33 of this act; computer programming instruction; and in addition, on at least the secondary level, one or more world languages; vocational education; and the black and Latino studies course in accordance with the provisions of sections 10-16tt and 10-16uu. For purposes of this subsection, world languages shall include American Sign Language, provided such subject matter is taught by a qualified instructor under the supervision of a teacher who holds a certificate issued by the State Board of Education. For purposes of this subsection, the "arts" means any form of visual or performing arts, which may include, but not be limited to, dance, music, art and theatre.

(b) If a local or regional board of education requires its pupils to take

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a course in a world language, the parent or guardian of a pupil identified as deaf or hard of hearing may request in writing that such pupil be exempted from such requirement and, if such a request is made, such pupil shall be exempt from such requirement.

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

(d) The State Board of Education shall make available curriculum materials and such other materials as may assist local and regional boards of education in developing instructional programs pursuant to this section. The State Board of Education, within available appropriations and utilizing available resource materials, shall assist and encourage local and regional boards of education to include: (1) Holocaust and genocide education and awareness; (2) the historical events surrounding the Great Famine in Ireland; (3) African-American and black studies; (4) Puerto Rican and Latino studies; (5) Native American studies; (6) Asian American and Pacific Islander studies; (7) personal financial management, including, but not limited to, financial literacy as developed in the plan provided under section 10-16pp; [(7)] (8) training in cardiopulmonary resuscitation and the use of automatic external defibrillators; [(8)] (9) labor history and law, including organized labor, the collective bargaining process, existing legal protections in the workplace, the history and economics of free market capitalism and entrepreneurialism, and the role of labor and capitalism in the development of the American and world economies; [(9)] (10) climate change consistent with the Next Generation Science Standards; [(10)] (11) topics approved by the state board upon the request of local or regional boards of education as part of the program of instruction

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offered pursuant to subsection (a) of this section; and ~~[(11)]~~ (12) instruction relating to the Safe Haven Act, sections 17a-57 to 17a-61, inclusive. The Department of Energy and Environmental Protection shall be available to each local and regional board of education for the development of curriculum on climate change as described in this subsection.

Sec. 33. (NEW) (*Effective July 1, 2022*) (a) For the school year commencing July 1, 2025, and each school year thereafter, each local and regional board of education shall include Asian American and Pacific Islander studies as part of the social studies curriculum for the school district, pursuant to section 10-16b of the general statutes, as amended by this act. Such Asian American and Pacific Islander studies shall include, but need not be limited to, a focus on (1) the history of Asian American and Pacific Islanders in the state, the region and the United States, and (2) the contributions of (A) Asian American and Pacific Islanders towards advancing civil rights from the nineteenth century to the present day, (B) individual Asian American and Pacific Islanders in government, the arts, humanities and sciences, and (C) Asian American and Pacific Islander communities to the economic, cultural, social and political development of the United States. In developing and implementing the Asian American and Pacific Islander studies curriculum, the board may utilize the curriculum materials made available by the State Board of Education pursuant to subsection (d) of section 10-16b of the general statutes, as amended by this act, or other existing and appropriate public or private materials, personnel and resources, provided such curriculum is in accordance with the state-wide subject matter content standards, adopted by the State Board of Education pursuant to section 10-4 of the general statutes.

(b) A local or regional board of education may accept gifts, grants and donations, including in-kind donations, designated for the development and implementation of the Asian American and Pacific Islander studies

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curriculum under this section.

Approved May 24, 2022