



General Assembly

**Amendment**

January Session, 2023

LCO No. 8376



Offered by:

REP. CURREY, 11<sup>th</sup> Dist.

REP. MCCARTY K., 38<sup>th</sup> Dist.

SEN. MCCRORY, 2<sup>nd</sup> Dist.

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To: Subst. House Bill No. 6880

File No. 757

Cal. No. 361

**"AN ACT CONCERNING ASSORTED REVISIONS AND ADDITIONS  
TO THE EDUCATION STATUTES."**

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

3 "Section 1. (NEW) (*Effective from passage*) On and after July 1, 2022, the  
4 preservice performance assessment, edTPA, as adopted by the State  
5 Board of Education on December 7, 2016, shall be used exclusively as an  
6 accountability tool for teacher preparation programs, as defined in  
7 section 10-10a of the general statutes, offered at institutions of higher  
8 education in the state. The results of such preservice performance  
9 assessment shall not be used by the State Board of Education to deny an  
10 application for the issuance of an initial educator certificate under  
11 section 10-145b of the general statutes.

12 Sec. 2. Subsection (e) of section 10-153e of the general statutes is

13 repealed and the following is substituted in lieu thereof (*Effective July 1,*  
14 *2023*):

15 (e) Whenever a board of education or employees' representative  
16 organization has reason to believe that a prohibited practice, as defined  
17 in subsection (b) or (c) of this section, has been or is being committed, or  
18 whenever a certified employee believes a breach of the duty of fair  
19 representation under subdivision (3) of subsection (c) of this section has  
20 occurred or is occurring, such board of education, representative  
21 organization or certified employee shall file a written complaint with  
22 the State Board of Labor Relations and shall mail a copy of such  
23 complaint to the party that is the subject of the complaint. Upon receipt  
24 of a properly filed complaint said board shall refer such complaint to  
25 the agent who shall, after investigation and within ninety days after the  
26 date of such referral, either (1) make a report to said board  
27 recommending dismissal of the complaint or (2) issue a written  
28 complaint charging prohibited practices. If no such report is made and  
29 no such written complaint is issued, the Board of Labor Relations in its  
30 discretion may proceed to a hearing upon the party's original complaint  
31 of the violation of this chapter which shall in such case be treated for the  
32 purpose of this section as a complaint issued by the agent. Upon  
33 receiving a report from the agent recommending dismissal of a  
34 complaint, said Board of Labor Relations may issue an order dismissing  
35 the complaint or may order a further investigation or a hearing thereon.  
36 Upon receiving a complaint issued by the agent, the Board of Labor  
37 Relations shall set a time and place for the hearing. If the alleged  
38 prohibited practice or breach of duty is ongoing, the board may issue  
39 and cause to be served on the party committing the act or practice an  
40 order requiring such party to cease and desist from such act or practice  
41 until the board has made its determination. Any such complaint may be  
42 amended with the permission of said board. The party so complained  
43 of shall have the right to file an answer to the original or amended  
44 complaint within five days after the service of such complaint or within  
45 such other time as said board may limit. Such party shall have the right  
46 to appear in person or otherwise to defend against such complaint. In

47 the discretion of said board any person may be allowed to intervene in  
48 such proceeding. In any hearing said board shall not be bound by  
49 technical rules of evidence prevailing in the courts. A stenographic or  
50 electronic record of the testimony shall be taken at all hearings of the  
51 Board of Labor Relations and a transcript thereof shall be filed with said  
52 board upon its request. Said board shall have the power to order the  
53 taking of further testimony and further argument. If, upon all the  
54 testimony, said board determines that the party complained of has  
55 engaged in or is engaging in any prohibited practice, it shall state its  
56 finding of fact and shall issue and cause to be served on such party an  
57 order requiring it to cease and desist from such prohibited practice, and  
58 shall take such further affirmative action as will effectuate the policies  
59 of subsections (b) to (d), inclusive, of this section. Such order may  
60 further require such party to make reports from time to time showing  
61 the extent to which the order has been complied with. If upon all the  
62 testimony the Board of Labor Relations is of the opinion that the party  
63 named in the complaint has not engaged in or is not engaging in any  
64 such prohibited practice, then said board shall make its finding of fact  
65 and shall issue an order dismissing the complaint. Until a transcript of  
66 the record in a case has been filed in the Superior Court, as provided in  
67 subsection (g) of this section, said board may at any time, upon notice,  
68 modify or set aside in whole or in part any finding or order made or  
69 issued by it. Proceedings before said board shall be held with all possible  
70 expedition. Any party who wishes to have a transcript of the  
71 proceedings before the Board of Labor Relations shall apply therefor.  
72 The parties may agree on the sharing of the costs of the transcript but,  
73 in the absence of such agreement, the costs shall be paid by the  
74 requesting party.

75 Sec. 3. Section 10-15c of the general statutes is repealed and the  
76 following is substituted in lieu thereof (*Effective July 1, 2024*):

77 (a) The public schools shall be open to all children five years of age  
78 and over who reach age five on or before the first day of [January]  
79 September of any school year, and each such child shall have, and shall  
80 be so advised by the appropriate school authorities, an equal

81 opportunity to participate in the activities, programs and courses of  
82 study offered in such public schools, at such time as the child becomes  
83 eligible to participate in such activities, programs and courses of study,  
84 without discrimination on account of race, as defined in section 46a-51,  
85 color, sex, gender identity or expression, religion, national origin, sexual  
86 orientation or disability; provided boards of education may, by vote at  
87 a meeting duly called, admit to any school children under five years of  
88 age.

89 (b) Nothing in subsection (a) of this section shall be deemed to amend  
90 other provisions of the general statutes with respect to curricula,  
91 facilities or extracurricular activities.

92 Sec. 4. (NEW) (*Effective July 1, 2024*) (a) As used in this section:

93 (1) "Free play" means unstructured, voluntary, child-initiated  
94 activities that are performed by a child for self-amusement and have  
95 behavioral, social and psychomotor rewards, except "free play" may be  
96 structured to promote activities that are child-directed, joyful and  
97 spontaneous.

98 (2) "Guided play" means learning experiences that combine the child-  
99 directed nature of free play with a focus on learning outcomes and adult  
100 guidance.

101 (3) "Play-based learning" means a pedagogical approach that  
102 emphasizes play in promoting learning and includes developmentally  
103 appropriate strategies that can be integrated with existing learning  
104 standards. "Play-based learning" does not mean time spent in recess or  
105 as part of a physical education course or instruction.

106 (4) "Recess" means the time during the regular school day for each  
107 student enrolled in elementary school that is devoted to physical  
108 exercise of not less than twenty minutes in total pursuant to section 10-  
109 221o of the general statutes.

110 (5) "Mobile electronic device" has the same meaning as provided in

111 section 10-222d of the general statutes.

112 (6) "Instructional time" means the time of actual school work during  
113 a regular school day.

114 (b) Each local and regional board of education shall provide for play-  
115 based learning during the instructional time of each regular school day  
116 for all students in kindergarten and any preschool program offered by  
117 the board. Such play-based learning shall (1) be incorporated and  
118 integrated into daily practice, (2) allow for the needs of such students to  
119 be met through free play, guided play and games, and (3) be  
120 predominantly free of the use of mobile electronic devices.

121 (c) Each local and regional board of education shall permit a teacher  
122 to utilize play-based learning during the instructional time of a regular  
123 school day for all students in grades one to five, inclusive. Such play-  
124 based learning (1) may be incorporated and integrated into daily  
125 practice, (2) shall allow for the needs of such students to be met through  
126 free play, guided play and games, and (3) shall be predominantly free  
127 of the use of mobile electronic devices.

128 (d) Any play-based learning utilized under this section shall comply  
129 with the individualized education program or plan pursuant to Section  
130 504 of the Rehabilitation Act of 1973, as amended from time to time, for  
131 any student.

132 (e) A school employee may only prevent or otherwise restrict a  
133 student's participation in play-based learning if such prevention or  
134 restriction is in accordance with the policy developed by the local or  
135 regional board of education pursuant to section 10-221o of the general  
136 statutes.

137 Sec. 5. Subsection (a) of section 10-148a of the general statutes is  
138 repealed and the following is substituted in lieu thereof (*Effective July 1,*  
139 *2023*):

140 (a) For the school year commencing July 1, 2021, and each school year

141 thereafter, each certified employee shall participate in a program of  
142 professional development. Each local and regional board of education  
143 shall make available, annually, at no cost to its certified employees, a  
144 program of professional development that is not fewer than eighteen  
145 hours in length, of which a preponderance is in a small group or  
146 individual instructional setting. Such program of professional  
147 development shall (1) be a comprehensive, sustained and intensive  
148 approach to improving teacher and administrator effectiveness in  
149 increasing student knowledge achievement, (2) focus on refining and  
150 improving various effective teaching methods that are shared between  
151 and among educators, including, on and after July 1, 2024, play-based  
152 learning, as defined in section 4 of this act, for teachers in a preschool  
153 program or grades kindergarten to five, inclusive, (3) foster collective  
154 responsibility for improved student performance, (4) be comprised of  
155 professional learning that (A) is aligned with rigorous state student  
156 academic achievement standards, (B) is conducted among educators at  
157 the school and facilitated by principals, coaches, mentors, distinguished  
158 educators, as described in section 10-145s, or other appropriate teachers,  
159 (C) occurs frequently on an individual basis or among groups of  
160 teachers in a job-embedded process of continuous improvement, [and]  
161 (D) includes a repository of best practices for teaching methods  
162 developed by educators within each school that is continuously  
163 available to such educators for comment and updating, and (E) for  
164 principals and vice principals, includes training on the management of  
165 school personnel and methods for engaging school personnel with the  
166 goals of the school, and (5) include training in culturally responsive  
167 pedagogy and practice. Each program of professional development  
168 shall include professional development activities in accordance with the  
169 provisions of subsection (b) of this section. The principles and practices  
170 of social-emotional learning and restorative practices shall be integrated  
171 throughout the components of such program of professional  
172 development described in subdivisions (1) to (5), inclusive, of this  
173 subsection.

174 Sec. 6. (NEW) (*Effective July 1, 2023*) Not later than January 1, 2024,

175 each local and regional board of education shall develop an exit survey  
176 to be completed by a teacher who is employed by such board and  
177 voluntarily ceases employment with such board. Such exit survey shall  
178 include questions relating to the reason why such teacher is ceasing  
179 employment, if such teacher is leaving the teaching profession, the  
180 demographics of such teacher and the subject areas in which such  
181 teacher taught.

182 Sec. 7. Subsection (c) of section 10-220 of the general statutes is  
183 repealed and the following is substituted in lieu thereof (*Effective July 1,*  
184 *2023*):

185 (c) Annually, each local and regional board of education shall submit  
186 to the Commissioner of Education a strategic school profile report for  
187 each school and school or program of alternative education, as defined  
188 in section 10-74j, under its jurisdiction and for the school district as a  
189 whole. The superintendent of each local and regional school district  
190 shall present the profile report at the next regularly scheduled public  
191 meeting of the board of education after each November first. The profile  
192 report shall provide information on measures of (1) student needs,  
193 including, but not limited to, a needs assessment that identifies  
194 resources necessary to address student trauma impacting students and  
195 staff in each school and adequately respond to students with mental,  
196 emotional or behavioral health needs, (2) school resources, including  
197 technological resources and utilization of such resources and  
198 infrastructure, (3) student and school performance, including in-school  
199 suspensions, out-of-school suspensions and expulsions, the number of  
200 truants, as defined in section 10-198a, and chronically absent children,  
201 as defined in section 10-198c, (4) the number of students enrolled in an  
202 adult high school credit diploma program, pursuant to section 10-69,  
203 operated by a local or regional board of education or a regional  
204 educational service center, (5) equitable allocation of resources among  
205 its schools, (6) reduction of racial, ethnic and economic isolation, (7)  
206 special education, [and] (8) school-based arrests, as defined in section  
207 10-233n, and (9) teacher attrition rates, including the results of the exit  
208 survey described in section 6 of this act. For purposes of this subsection,

209 measures of special education include (A) special education  
210 identification rates by disability, (B) rates at which special education  
211 students are exempted from mastery testing pursuant to section 10-14q,  
212 (C) expenditures for special education, including such expenditures as  
213 a percentage of total expenditures, (D) achievement data for special  
214 education students, (E) rates at which students identified as requiring  
215 special education are no longer identified as requiring special education,  
216 (F) the availability of supplemental educational services for students  
217 lacking basic educational skills, (G) the amount of special education  
218 student instructional time with nondisabled peers, (H) the number of  
219 students placed out-of-district, and (I) the actions taken by the school  
220 district to improve special education programs, as indicated by analyses  
221 of the local data provided in subparagraphs (A) to (H), inclusive, of this  
222 subdivision. The superintendent shall include in the narrative portion  
223 of the report information about parental involvement and any measures  
224 the district has taken to improve parental involvement, including, but  
225 not limited to, employment of methods to engage parents in the  
226 planning and improvement of school programs and methods to increase  
227 support to parents working at home with their children on learning  
228 activities. For purposes of this subsection, measures of truancy include  
229 the type of data that is required to be collected by the Department of  
230 Education regarding attendance and unexcused absences in order for  
231 the department to comply with federal reporting requirements and the  
232 actions taken by the local or regional board of education to reduce  
233 truancy in the school district. Such truancy data shall be considered a  
234 public record, as defined in section 1-200.

235 Sec. 8. Section 10-144d of the general statutes is repealed and the  
236 following is substituted in lieu thereof (*Effective July 1, 2023*):

237 (a) For purposes of this section "teacher" means a certified  
238 professional employee who is employed by a local or regional board of  
239 education (1) in a position requiring a teaching or other certificate issued  
240 by the State Board of Education but who is not in a position requiring  
241 an intermediate administrator or supervisor certificate, or the  
242 equivalent thereof, and (2) whose administrative or supervisory duties,



243 if any, equal less than fifty per cent of the assigned time of such  
244 employee.

245 (b) There is established the Connecticut Advisory Council for Teacher  
246 Professional Standards. The council shall be composed of [seventeen]  
247 nineteen members [appointed] as follows: (1) The Governor shall  
248 appoint one public member who shall represent business and industry;  
249 the State Board of Education shall appoint two members, [one] both of  
250 whom shall be a member of the faculty or administration of a State  
251 Board of Education approved teacher preparation program; [and one of  
252 whom shall be a public member who shall represent business and  
253 industry;] the president pro tempore of the Senate shall appoint one  
254 member who shall [represent business and industry] be a school  
255 administrator employed by a local or regional board of education; the  
256 speaker of the House of Representatives shall appoint one member who  
257 shall be a parent or guardian of a child attending a public elementary or  
258 secondary school; the majority leader of the Senate shall appoint one  
259 member who shall be a member of a local or regional board of  
260 education; the majority leader of the House of Representatives shall  
261 appoint one member who shall be a school superintendent; the minority  
262 leader of the Senate shall appoint [two members, one of whom shall be  
263 a public member and one of whom] one member who shall be a parent  
264 of a child attending a [public elementary or] secondary school; the  
265 minority leader of the House of Representatives shall appoint [two  
266 members, one of whom shall be a public member and one of whom shall  
267 be a school administrator] one member who shall be a superintendent  
268 for a regional school district; the Connecticut Education Association  
269 shall appoint four members who shall be classroom teachers at the time  
270 of their appointment and during the term of their membership on the  
271 council, two of whom shall be elementary school teachers, one of whom  
272 shall be a special education teacher and one of whom shall be a  
273 secondary school teacher; and the American Federation of Teachers-  
274 Connecticut shall appoint [two] four members who shall be classroom  
275 teachers at the time of their appointment and during the term of their  
276 membership on the council, two of whom shall be secondary school

277 teacher, one of whom shall be an elementary school teacher and one of  
278 whom shall be a special education teacher; and (2) the Teacher of the  
279 Year for the prior year and the current Teacher of the Year. All  
280 appointments shall be made and the names of the persons appointed  
281 shall be submitted to the Commissioner of Education not later than  
282 October 1, 1990.

283 (c) The initial terms for the members appointed by the Governor, the  
284 State Board of Education and the majority and minority leaders of the  
285 House of Representatives, two of the members appointed by the  
286 Connecticut Education Association and one of the members appointed  
287 by the American Federation of Teachers-Connecticut shall terminate on  
288 September 30, 1991. The initial terms for all other members shall  
289 terminate on September 30, 1992. Terms following the initial terms shall  
290 be for three years, except that terms following the initial terms for the  
291 members appointed by the Governor and the State Board of Education,  
292 and terms following the initial terms for two of the members appointed  
293 by the Connecticut Education Association, shall terminate on September  
294 30, 1993; and terms following the initial terms for the members  
295 appointed by the president pro tempore of the Senate and terms  
296 following the initial terms for one of the members appointed by the  
297 Connecticut Education Association shall terminate on September 30,  
298 1994; thereafter, terms for such appointees shall be for three years. Any  
299 appointments made on or after July 1, 2023, shall be for three years.

300 (d) The Commissioner of Education shall convene the first meeting of  
301 the council not later than November 15, 1990. The council shall establish  
302 its procedures and shall select from its membership a chairperson who  
303 shall be a classroom teacher.

304 (e) The council shall (1) advise the State Board of Education, the  
305 Governor and the joint standing committee of the General Assembly  
306 having cognizance of matters relating to education concerning teacher  
307 preparation, teacher recruitment, teacher retention, teacher certification,  
308 teacher professional development, teacher assessment and evaluation  
309 and teacher professional discipline; (2) review and comment upon all

310 regulations and other standards concerning the approval of teacher  
311 preparation programs and teacher certification; and (3) report to the  
312 State Board of Education, the Governor and the joint standing  
313 committee of the General Assembly having cognizance of matters  
314 relating to education not later than January 15, 1991, and annually  
315 thereafter, on its activities and recommendations, if any, concerning the  
316 condition of the teaching profession. [; and (4) develop a code of  
317 professional responsibility for teachers not later than September 30,  
318 1991.]

319       Sec. 9. (*Effective from passage*) (a) There is established a task force to  
320 analyze the per pupil equity of funding the teachers' retirement system.  
321 The task force shall develop recommendations (1) to address the  
322 implications to student equity of appropriating funds through the  
323 General Assembly under chapter 167a of the general statutes toward the  
324 normal cost of teacher pensions, and the unfunded liability amortization  
325 payments necessary to fully fund the teachers' retirement system; (2)  
326 regarding the extent to which municipalities should contribute to the  
327 normal cost of teacher pensions and the unfunded liability amortization  
328 payments, in order to make the General Assembly's resource allocations  
329 more equitable on a per pupil basis; (3) regarding whether certain  
330 municipalities should be exempted from assuming a percentage of the  
331 contributions identified under subdivision (2) of this subsection due to  
332 the following factors: (A) Economic distress, (B) inability to pay, or (C)  
333 low academic performance; and (4) regarding the manner by which  
334 resources generated pursuant to subdivision (2) of this subsection  
335 should be directed by the General Assembly toward (A) reducing  
336 educational inequities, and (B) promoting the sustainability of the  
337 teachers' retirement system.

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

339       (1) One appointed by the speaker of the House of Representatives  
340 who shall be a representative of the American Federation of Teachers-  
341 Connecticut;

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

344 (3) One appointed by the majority leader of the House of  
345 Representatives who shall be a representative of an advocacy  
346 organization focused on educational equity;

347 (4) One appointed by the majority leader of the Senate who shall be a  
348 representative of an organization with national expertise in both teacher  
349 pensions and school finance;

350 (5) Two appointed by the minority leader of the House of  
351 Representatives, one of whom shall be a representative of the  
352 Connecticut Association of School Business Officials and one of whom  
353 shall be a representative of the Connecticut Association of Public School  
354 Superintendents;

355 (6) Two appointed by the minority leader of the Senate, one of whom  
356 shall be a representative of the Connecticut Conference of Municipalities  
357 and one of whom shall be a representative of the Connecticut  
358 Association of Boards of Education;

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

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

362 (9) The Governor, or the Governor's designee;

363 (10) The executive director of the teachers' retirement system, or the  
364 executive director's designee; and

365 (11) The executive director of the Commission on Women, Children,  
366 Seniors, Equity and Opportunity, or the executive director's designee.

367 (c) Any member of the task force appointed under subdivision (1),  
368 (2), (3), (4), (5), (6) or (7) of subsection (b) of this section may be a member  
369 of the General Assembly.

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

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

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

381 (g) Not later than January 1, 2025, the task force shall submit a report  
382 on its findings and recommendations to the joint standing committee of  
383 the General Assembly having cognizance of matters relating to  
384 education and appropriations, in accordance with the provisions of  
385 section 11-4a of the general statutes. The task force shall terminate on  
386 the date that it submits such report or January 1, 2025, whichever is later.

387 Sec. 10. Subsection (a) of section 10-148d of the general statutes is  
388 repealed and the following is substituted in lieu thereof (*Effective July 1,*  
389 *2023*):

390 (a) For the school year commencing July 1, [2022] 2023, and each  
391 school year thereafter, each paraeducator employed by a local or  
392 regional board of education shall participate in a program of  
393 professional development. Each local and regional board of education  
394 shall make available, annually, at no cost to its paraeducators, a  
395 program of professional development that is not fewer than eighteen  
396 hours in length, of which a preponderance is in a small group or  
397 individual instructional setting. Such program of professional  
398 development shall (1) be a comprehensive, sustained and intensive  
399 approach to improving paraeducators effectiveness in increasing  
400 student knowledge achievement, (2) focus on refining and improving  
401 various effective instruction methods that are shared between and

402 among paraeducators, (3) foster collective responsibility for improved  
403 student performance, (4) be comprised of professional learning that (A)  
404 is aligned with rigorous state student academic achievement standards,  
405 (B) is conducted among paraeducators at the school and facilitated by  
406 principals, coaches, mentors, distinguished educators, as described in  
407 section 10-145s, or other appropriate teachers, (C) occurs frequently on  
408 an individual basis or among groups of paraeducators in a job-  
409 embedded process of continuous improvement, and (D) includes a  
410 repository of best practices for instruction methods developed by  
411 paraeducators within each school that is continuously available to such  
412 paraeducators for comment and updating, and (5) include training in  
413 culturally responsive pedagogy and practice. Each program of  
414 professional development shall include professional development  
415 activities in accordance with the provisions of subsection (b) of this  
416 section. The [principles and practices of social-emotional learning and  
417 restorative practices shall be integrated throughout the] components of  
418 such program of professional development described in subdivisions (1)  
419 to (5), inclusive, of this subsection shall integrate the principles and  
420 practices of social-emotional learning and restorative practices  
421 throughout, but may not otherwise include mandated trainings such as  
422 trainings regarding blood-borne pathogens, the policies and procedures  
423 of the Department of Children and Families and sexual harassment.

424 Sec. 11. Subsections (b) and (c) of section 10-220a of the general  
425 statutes are repealed and the following is substituted in lieu thereof  
426 (*Effective July 1, 2023*):

427 (b) Not later than a date prescribed by the commissioner, each local  
428 and regional board of education shall establish a professional  
429 development and evaluation committee. Such professional  
430 development and evaluation committee shall consist of (1) at least one  
431 teacher, as defined in subsection (a) of section 10-144d, as amended by  
432 this act, selected by the exclusive bargaining representative for certified  
433 employees chosen pursuant to section 10-153b, (2) at least one  
434 administrator, as defined in subsection (a) of section 10-144e, selected  
435 by the exclusive bargaining representative for certified employees

436 chosen pursuant to section 10-153b, [and] (3) at least one paraeducator  
437 selected by any exclusive bargaining representative for paraeducators,  
438 and (4) such other school personnel as the board deems appropriate. The  
439 duties of such committees shall include, but not be limited to,  
440 participation in the development or adoption of a teacher evaluation  
441 and support program for the district, pursuant to section 10-151b, as  
442 amended by this act, and the development, evaluation and annual  
443 updating of a comprehensive local professional development plan for  
444 certified employees of the district. Such plan shall: (A) Be directly  
445 related to the educational goals prepared by the local or regional board  
446 of education pursuant to subsection (b) of section 10-220, (B) on and after  
447 July 1, 2021, be developed with full consideration of the priorities and  
448 needs related to student social-emotional learning and restorative  
449 practices, in accordance with the provisions of section 10-148a, as  
450 amended by this act, and student academic outcomes as determined by  
451 the State Board of Education, (C) provide for the ongoing and systematic  
452 assessment and improvement of both teacher evaluation and  
453 professional development of the professional staff members of each  
454 such board, including personnel management and evaluation training  
455 or experience for administrators, and (D) be related to regular and  
456 special student needs and may include provisions concerning career  
457 incentives and parent involvement. The State Board of Education shall  
458 develop guidelines to assist local and regional boards of education in  
459 determining the objectives of the plans and in coordinating staff  
460 development activities with student needs and school programs. For the  
461 school year commencing July 1, 2022, and each school year thereafter,  
462 such committees shall develop, evaluate and annually update a  
463 comprehensive local professional development plan for paraeducators  
464 of the district in accordance with the provisions of this subsection.

465 (c) (1) The Department of Education, in cooperation with one or more  
466 regional educational service centers, is authorized to provide institutes  
467 annually for Connecticut educators. Such institutes shall serve as model  
468 programs of professional development and shall be taught by  
469 exemplary Connecticut teachers and administrators and by other

470 qualified individuals as selected by the Department of Education. The  
471 Department of Education shall charge fees for attending such institutes  
472 provided such fees shall be based on the actual cost of such institutes.

473 (2) Not later than January 1, 2025, and annually thereafter, the  
474 Department of Education shall (A) in collaboration with the School  
475 Paraeducator Advisory Council, develop or update guidance and best  
476 practices for programs of professional development provided for  
477 paraeducators, and (B) distribute such guidance and best practices to  
478 each local and regional board of education.

479 Sec. 12. Subparagraph (I) of subdivision (10) of subsection (a) of  
480 section 10-76d of the general statutes is repealed and the following is  
481 substituted in lieu thereof (*Effective July 1, 2023*):

482 (I) Prior to any planning and placement team meeting for a child or  
483 pupil in which an educational program for such child or pupil is  
484 developed, reviewed or revised, if the parent, guardian, pupil or  
485 surrogate parent has requested that the school paraprofessional  
486 assigned to such child or pupil attend such meeting, then the  
487 responsible local or regional board of education shall provide (i)  
488 adequate notice of such meeting to such school paraprofessional so that  
489 such school paraprofessional may adequately prepare for such meeting,  
490 and (ii) training, upon request of such school paraprofessional, on the  
491 role of such school paraprofessional at such meeting. Following such  
492 meeting, such school paraprofessional, or any other paraprofessional  
493 who is providing special education or related services to such child,  
494 shall review such educational program with a supervisor, as needed,  
495 and be permitted to view such educational program in order to be able  
496 to provide special education or related services to such child or pupil in  
497 accordance with such educational program.

498 Sec. 13. Subsection (f) of section 10-145d of the general statutes is  
499 repealed and the following is substituted in lieu thereof (*Effective July 1,*  
500 *2023*):

501 (f) [An] (1) (A) Except as otherwise provided in subparagraph (B) of



502 this subdivision, an endorsement issued prior to July 1, 2013, to teach  
503 elementary education grades one to six, inclusive, shall be valid for  
504 grades kindergarten to six, inclusive, and for such an endorsement  
505 issued on or after July 1, 2013, the endorsement shall be valid for grades  
506 one to six, inclusive, except such an endorsement issued between July 1,  
507 2013, and July 1, 2017, to any student who was admitted to and  
508 successfully completes a teacher preparation program, as defined in  
509 section 10-10a, in the certification endorsement area of elementary  
510 education on or before June 30, 2017, shall be valid for grades  
511 kindergarten to six, inclusive.

512 (B) The Commissioner of Education may permit, upon the request of  
513 a superintendent, any person who holds such endorsement issued on or  
514 after July 1, 2017, to teach kindergarten for one school year. The  
515 commissioner ~~[shall not]~~ may, upon the request of such superintendent,  
516 permit [any] such person who so taught kindergarten under such  
517 endorsement for one school year to teach kindergarten [again, except  
518 the commissioner may permit such person to so teach kindergarten for  
519 one] an additional school year. [if such person can demonstrate that he  
520 or she is enrolled in a program to meet the requirements for the  
521 appropriate endorsement to teach kindergarten.]

522 (2) An endorsement to teach comprehensive special education grades  
523 one to twelve, inclusive, shall be valid for grades [kindergarten]  
524 prekindergarten to twelve, inclusive, [, provided, on] On and after  
525 September 1, 2013, any [(1)] (A) certified employee applying for a  
526 comprehensive special education endorsement, or [(2)] (B) applicant for  
527 an initial, provisional or professional educator certificate and a  
528 comprehensive special education endorsement shall achieve a  
529 satisfactory score on the reading instruction examination approved by  
530 the State Board of Education on April 1, 2009, or a comparable reading  
531 instruction examination with minimum standards that are equivalent to  
532 the examination approved by the State Board of Education on April 1,  
533 2009.

534 Sec. 14. (Effective from passage) For the fiscal year ending June 30, 2023,

535 the Office of Higher Education shall, within available appropriations,  
536 (1) expand the existing alternate route to certification program  
537 administered by the office pursuant to section 10a-168a of the general  
538 statutes, and (2) hire one full-time permanent employee to administer  
539 said program.

540 Sec. 15. Subsection (a) of section 10-145n of the general statutes is  
541 repealed and the following is substituted in lieu thereof (*Effective July 1,*  
542 *2023*):

543 (a) Subject to the provisions of subsection (g) of this section, the State  
544 Board of Education, upon the request of a local or regional board of  
545 education or a regional educational service center, may issue an adjunct  
546 instructor permit to any applicant with specialized training, experience  
547 or expertise in the arts, as defined in subsection (a) of section 10-16b.  
548 Such permit shall authorize a person to hold a part-time position, of no  
549 more than fifteen classroom instructional hours per week at a part-time  
550 interdistrict arts magnet high school in existence on July 1, 2009, and  
551 approved pursuant to section 10-264l or the Cooperative Arts and  
552 Humanities Magnet High School, as a teacher of art, music, dance,  
553 theater or any other subject related to such holder's artistic specialty.  
554 Except as provided in subsection (g) of this section, such applicant shall  
555 (1) hold a bachelor's degree or higher from an institution of higher  
556 education accredited by the Board of Regents for Higher Education or  
557 Office of Higher Education or regionally accredited, (2) have a  
558 minimum of three years of work experience in the arts, or one year of  
559 work experience and two years of specialized schooling related to such  
560 applicant's artistic specialty, and (3) attest to the State Board of  
561 Education that he or she has at least one hundred eighty hours of  
562 cumulative experience working with children, in a private or public  
563 setting, including, but not limited to, after school programs, group  
564 lessons, children's theater, dance studio lessons and artist-in-residence  
565 programs, or at least two years experience as a full-time faculty member  
566 at an institution of higher education.

567 Sec. 16. Subsection (i) of section 10-145a of the general statutes is

568 repealed and the following is substituted in lieu thereof (*Effective July 1,*  
569 *2023*):

570 (i) On and after July 1, [2016] 2023, any program of teacher  
571 preparation leading to professional certification shall require, as part of  
572 the curriculum, clinical experience, field experience or student teaching  
573 experience in a classroom during four semesters of such program of  
574 teacher preparation. [Such clinical experience, field experience or  
575 student teaching experience shall occur: (1) In a school district that has  
576 been categorized by the Department of Education as District Reference  
577 Group A, B, C, D or E, and (2) in a school district that has been  
578 categorized by the department as District Reference Group F, G, H or I.]  
579 Such clinical experience, field experience or student teaching experience  
580 may include a cooperating teacher serving as a mentor to student  
581 teachers, [ provided such cooperating teacher has received a  
582 performance evaluation designation of exemplary or proficient,  
583 pursuant to section 10-151b, for the prior school year.]

584 Sec. 17. Section 10-8c of the general statutes is repealed and the  
585 following is substituted in lieu thereof (*Effective July 1, 2023*):

586 The Department of Education, in cooperation with the Office of  
587 Higher Education, shall, within available appropriations, (1) establish  
588 an accelerated cross endorsement process for each subject shortage area  
589 pursuant to section 10-8b to allow certified teachers to add a new  
590 endorsement to their certificates, [and] (2) establish a program for  
591 formerly certified teachers to regain certification, and (3) on and after  
592 July 1, 2023, authorize the Integrated Early Childhood/Special Ed.,  
593 Birth-Kindergarten endorsement and the Integrated Early  
594 Childhood/Elementary Education N-3 and Special Education N-K  
595 endorsement to be added as a cross endorsement in lieu of requiring full  
596 planned program and institutional recommendation.

597 Sec. 18. Subsection (a) of section 10-145 of the general statutes is  
598 repealed and the following is substituted in lieu thereof (*Effective July 1,*  
599 *2023*):

600 (a) No teacher, supervisor, administrator, special service staff  
601 member or school superintendent, except as provided for in section 10-  
602 157, shall be employed in any of the schools of any local or regional  
603 board of education unless such person possesses an appropriate state  
604 certificate, nor shall any such person be entitled to any salary unless  
605 such person can produce such certificate dated prior to or on the first  
606 day of employment, except as provided for in section 10-157; provided  
607 nothing in this subsection shall be construed to prevent the board of  
608 education from prescribing qualifications additional to those prescribed  
609 by the regulations of the State Board of Education and provided nothing  
610 in this subsection shall be construed to prevent any local or regional  
611 board of education from contracting with a licensed drivers' school  
612 approved by the Commissioner of Motor Vehicles for the behind-the-  
613 wheel instruction of a driver instruction course, to be given by driving  
614 instructors licensed by the Department of Motor Vehicles. No person  
615 shall be employed in any of the schools of any local or regional board of  
616 education as a substitute teacher unless such person (1) holds a  
617 bachelor's degree, provided the Commissioner of Education may waive  
618 such requirement for good cause upon the request of a superintendent  
619 of schools, and (2) is on a list maintained by the local or regional board  
620 of education pursuant to subsection (f) of section 10-222c. A local or  
621 regional board of education may employ a person as a substitute teacher  
622 in the same assignment without a substitute authorization issued by the  
623 Department of Education for a period not to exceed sixty school days.

624 Sec. 19. Subsections (b) and (c) of section 10-183e of the general  
625 statutes are repealed and the following is substituted in lieu thereof  
626 (*Effective July 1, 2023*):

627 (b) Any member may purchase, as provided in subsection (c) of this  
628 section, additional credited service, but not to exceed an aggregate of  
629 one year in the case of service described in subdivision (2) of this  
630 subsection for each two years of active full-time service as a Connecticut  
631 teacher; and not to exceed an aggregate of one year in the case of absence  
632 described in subdivision (8) of this subsection for each five years of  
633 active full-time service as a Connecticut teacher, provided if any such

634 absence exceeds thirty consecutive school months, such additional  
635 credited service shall be limited to thirty school months; and not to  
636 exceed an aggregate of ten years for all service described in this  
637 subsection, except for the sum total of any service described in  
638 [subdivision (2)] subdivisions (2) and (17) of this subsection. In no event  
639 may any service described in this subsection be purchased if the  
640 member is receiving or is, or will become, entitled to receive a retirement  
641 benefit based upon such service from any governmental system other  
642 than the teachers' retirement system or the federal Social Security  
643 System. Additional credited service includes:

644 (1) Service as a teacher in a school for military dependents established  
645 by the United States Department of Defense;

646 (2) Service as a teacher in a public school of another state of the United  
647 States, its territories or possessions;

648 (3) Service in the armed forces of the United States in time of war, as  
649 defined in section 27-103, or service in said armed forces during the  
650 period beginning October 27, 1953, and ending January 31, 1955;

651 (4) Service in a permanent full-time position for the state;

652 (5) Service as a teacher at The University of Connecticut prior to July  
653 1, 1965;

654 (6) Service as a teacher at the Wheeler School and Library, North  
655 Stonington, prior to September 1, 1949;

656 (7) Service as a teacher at the Gilbert Home, Winsted, prior to  
657 September 1, 1948;

658 (8) Any formal leave of absence as provided in regulations adopted  
659 by the board, if the member subsequently returns to service for at least  
660 one school year;

661 (9) Service as a teacher at the American School for the Deaf, the  
662 Connecticut Institute for the Blind or the Newington Children's

663 Hospital;

664 (10) Forty or more days of service as a substitute teacher, or the  
665 equivalent service rendered at less than half-time, in a single public  
666 school system within the state of Connecticut in any school year,  
667 provided (A) eighteen days of such service shall equal one month of  
668 credited service under subsection (a) of this section, and (B) on and after  
669 July 1, 2022, such days of service shall be rendered within one school  
670 year;

671 (11) Service in the armed forces of the United States, other than  
672 service described in subdivision (3) of this subsection, not to exceed  
673 thirty months;

674 (12) Service as a full-time, salaried, elected official of the state or any  
675 political subdivision of the state during the 1978 calendar year or  
676 thereafter, if such member subsequently returns to service as a teacher  
677 in a public school for at least one school year;

678 (13) Service in the public schools of Connecticut as a member of the  
679 federal Teacher Corps, not to exceed two years;

680 (14) Service in the United States Peace Corps;

681 (15) Service in the United States VISTA (Volunteers in Service to  
682 America) program;

683 (16) Service in the public schools of Connecticut as a social work  
684 assistant, from January 1, 1969, to December 31, 1986, inclusive, if such  
685 member became a certified school social worker and remained in service  
686 in the public schools of Connecticut as a social worker after certification;  
687 and

688 (17) Service prior to July 1, 2007, as a member of the staff of the State  
689 Education Resource Center, [established pursuant to section 10-4q of the  
690 general statutes, revision of 1958, revised to January 1, 2007,] employed  
691 in a professional capacity while possessing a certificate or permit issued  
692 by the State Board of Education.

693 (c) Credited service described in subdivisions (3), (8), ~~and~~ (10) and  
694 (17) of subsection (b) of this section shall be deemed to be service in the  
695 public schools of Connecticut.

696 Sec. 20. Subdivision (21) of section 10-183b of the general statutes is  
697 repealed and the following is substituted in lieu thereof (*Effective July 1,*  
698 *2023*):

699 (21) "Public school" means any day school conducted within or  
700 without this state under the orders and superintendence of a duly  
701 elected school committee, a board of education, the State Board of  
702 Education, the Office of Early Childhood, the Board of Regents for  
703 Higher Education, or any of its constituent units, The University of  
704 Connecticut Board of Trustees, the board of governors or any of its  
705 constituent units, the Technical Education and Career System, the E. O.  
706 Smith School, the Children's Center and its successors, the State  
707 Education Resource Center established pursuant to section 10-4q of the  
708 2014 supplement to the general statutes, revision of 1958, revised to  
709 January 1, 2013, the State Education Resource Center established  
710 pursuant to section 10-357a, joint activities of boards of education  
711 authorized by subsection (b) of section 10-158a and (A) any institution  
712 supported by the state at which teachers are employed or any  
713 incorporated secondary school not under the orders and  
714 superintendence of a duly elected school committee or board of  
715 education but located in a town not maintaining a high school and  
716 providing free tuition to pupils of the town in which it is located, and  
717 which has been approved by the State Board of Education under the  
718 provisions of part II of chapter 164, or (B) on and after July 1, 2023, any  
719 school operated by an interdistrict magnet school operator described in  
720 section 10-264s, provided [that] such institution, [or such] secondary  
721 school or school is classified as a public school by the retirement board.

722 Sec. 21. (*Effective July 1, 2023*) The Teachers' Retirement Board shall  
723 classify each school operated by Goodwin University Magnet Schools,  
724 Inc., and Goodwin University Educational Services, Inc., as a public  
725 school, as defined in subdivision (21) of section 10-183b of the general

726 statutes, as amended by this act, and shall admit each teacher, as defined  
727 in subdivision (28) of section 10-183b of the general statutes, employed  
728 by Goodwin University Magnet Schools, Inc., and Goodwin University  
729 Educational Services, Inc., into the Connecticut teachers' retirement  
730 system.

731 Sec. 22. Subsection (a) of section 10-156b of the general statutes is  
732 repealed and the following is substituted in lieu thereof (*Effective July 1,*  
733 *2023*):

734 (a) In determining the rights and benefits earned by a teacher under  
735 section 10-151 and section 10-156, the establishment of a new regional  
736 school district shall not be deemed to interrupt the continuous  
737 employment of a teacher who was employed by a local board of  
738 education of or a regional board of education for any of the towns  
739 comprising such new regional school district during the school year  
740 immediately prior to, or within which, such new regional school district  
741 is established and such teacher shall continue as an employee of the new  
742 regional board of education, subject to the provisions of section 10-151.

743 Sec. 23. Section 10-151b of the general statutes is repealed and the  
744 following is substituted in lieu thereof (*Effective July 1, 2023*):

745 (a) The superintendent of each local or regional board of education  
746 shall annually evaluate or cause to be evaluated each teacher, and for  
747 the school year commencing July 1, 2013, and each school year  
748 thereafter, such annual evaluations shall be the teacher evaluation and  
749 support program adopted pursuant to subsection (b) of this section. The  
750 superintendent may conduct additional formative evaluations toward  
751 producing an annual summative evaluation. An evaluation pursuant to  
752 this subsection shall include, but need not be limited to, strengths, areas  
753 needing improvement, strategies for improvement and multiple  
754 indicators of student academic growth. Claims of failure to follow the  
755 established procedures of such teacher evaluation and support program  
756 shall be subject to the grievance procedure in collective bargaining  
757 agreements negotiated subsequent to July 1, 2004. In the event that a



758 teacher does not receive a summative evaluation during the school year,  
759 such teacher shall [receive a "not rated" designation for such school year]  
760 be recorded as not evaluated. The superintendent shall report (1) the  
761 status of teacher evaluations to the local or regional board of education  
762 on or before June first of each year, and (2) the status of the  
763 implementation of the teacher evaluation and support program,  
764 including the frequency of evaluations, [aggregate evaluation ratings,]  
765 the number of teachers who have not been evaluated and other  
766 requirements as determined by the Department of Education, to the  
767 Commissioner of Education on or before September fifteenth of each  
768 year. For purposes of this section, the term "teacher" shall include each  
769 professional employee of a board of education, below the rank of  
770 superintendent, who holds a certificate or permit issued by the State  
771 Board of Education.

772 (b) (1) Except as provided in subdivision (1) of subsection (d) of this  
773 section, not later than September 1, 2013, and until June 30, 2024, each  
774 local and regional board of education shall adopt and implement a  
775 teacher evaluation and support program that is consistent with the  
776 guidelines for a model teacher evaluation and support program  
777 adopted by the State Board of Education, pursuant to subparagraph (A)  
778 of subdivision (1) of subsection (c) of this section. Such teacher  
779 evaluation and support program shall be developed through mutual  
780 agreement between the local or regional board of education and the  
781 professional development and evaluation committee for the school  
782 district, established pursuant to subsection (b) of section 10-220a. If a  
783 local or regional board of education is unable to develop a teacher  
784 evaluation and support program through mutual agreement with such  
785 professional development and evaluation committee, then such board  
786 of education and such professional development and evaluation  
787 committee shall consider the model teacher evaluation and support  
788 program adopted by the State Board of Education, pursuant to  
789 subparagraph (B) of subdivision (2) of subsection (c) of this section, and  
790 such board of education may adopt, through mutual agreement with  
791 such professional development and evaluation committee, such model

792 teacher evaluation and support program. If a local or regional board of  
793 education and the professional development and evaluation committee  
794 are unable to mutually agree on the adoption of such model teacher  
795 evaluation and support program, then such board of education shall  
796 adopt and implement a teacher evaluation and support program  
797 developed by such board of education, provided such teacher  
798 evaluation and support program is consistent with the guidelines  
799 adopted by the State Board of Education, pursuant to subparagraph (A)  
800 of subdivision (1) of subsection (c) of this section. Each local and  
801 regional board of education may commence implementation of the  
802 teacher evaluation and support program adopted pursuant to this  
803 subsection in accordance with a teacher evaluation and support  
804 program implementation plan adopted pursuant to subsection (d) of  
805 this section.

806 (2) Except as provided in subdivision (2) of subsection (d) of this  
807 section, for the school year commencing July 1, 2024, and each school  
808 year thereafter, each local and regional board of education shall adopt  
809 and implement a teacher evaluation and support program that is  
810 consistent with the guidelines for a teacher evaluation and support  
811 program adopted by the State Board of Education, pursuant to  
812 subparagraph (B) of subdivision (1) of subsection (c) of this section. Such  
813 teacher evaluation and support program shall be developed through  
814 mutual agreement between the local or regional board of education and  
815 the professional development and evaluation committee for the school  
816 district, established pursuant to subsection (b) of section 10-220a. If a  
817 local or regional board of education is unable to develop a teacher  
818 evaluation and support program through mutual agreement with such  
819 professional development and evaluation committee, then such board  
820 of education and such professional development and evaluation  
821 committee shall consider the model teacher evaluation and support  
822 program adopted by the State Board of Education, pursuant to  
823 subparagraph (B) of subdivision (2) of subsection (c) of this section, and  
824 such board of education may adopt, through mutual agreement with  
825 such professional development and evaluation committee, such model

826 teacher evaluation and support program. If a local or regional board of  
827 education and the professional development and evaluation committee  
828 are unable to mutually agree on the adoption of such model teacher  
829 evaluation and support program, then such board of education shall  
830 adopt and implement a teacher evaluation and support program  
831 developed by such board of education, provided such teacher  
832 evaluation and support program is consistent with the guidelines  
833 adopted by the State Board of Education, pursuant to subparagraph (B)  
834 of subdivision (1) of subsection (c) of this section.

835 (c) (1) ~~(A)~~ On or before July 1, 2012, the State Board of Education shall  
836 adopt, in consultation with the Performance Evaluation Advisory  
837 Council established pursuant to section 10-151d, as amended by this act,  
838 guidelines for a model teacher evaluation and support program. Such  
839 guidelines shall include, but not be limited to, ~~[(A)]~~ (i) the use of four  
840 performance evaluations designators: Exemplary, proficient,  
841 developing and below standard; ~~[(B)]~~ (ii) the use of multiple indicators  
842 of student academic growth and development in teacher evaluations;  
843 ~~[(C)]~~ (iii) methods for assessing student academic growth and  
844 development; ~~[(D)]~~ (iv) a consideration of control factors tracked by the  
845 state-wide public school information system, pursuant to subsection (c)  
846 of section 10-10a, that may influence teacher performance ratings,  
847 including, but not limited to, student characteristics, student attendance  
848 and student mobility; ~~[(E)]~~ (v) minimum requirements for teacher  
849 evaluation instruments and procedures, including scoring systems to  
850 determine exemplary, proficient, developing and below standard  
851 ratings; ~~[(F)]~~ (vi) the development and implementation of periodic  
852 training programs regarding the teacher evaluation and support  
853 program to be offered by the local or regional board of education or  
854 regional educational service center for the school district to teachers  
855 who are employed by such local or regional board of education and  
856 whose performance is being evaluated and to administrators who are  
857 employed by such local or regional board of education and who are  
858 conducting performance evaluations; ~~[(G)]~~ (vii) the provision of  
859 professional development services based on the individual or group of

860 individuals' needs that are identified through the evaluation process;  
861 [(H)] (viii) the creation of individual teacher improvement and  
862 remediation plans for teachers whose performance is developing or  
863 below standard, designed in consultation with such teacher and his or  
864 her exclusive bargaining representative for certified teachers chosen  
865 pursuant to section 10-153b, and that [(i)] (I) identify resources, support  
866 and other strategies to be provided by the local or regional board of  
867 education to address documented deficiencies, [(ii)] (II) indicate a  
868 timeline for implementing such resources, support, and other strategies,  
869 in the course of the same school year as the plan is issued, and [(iii)] (III)  
870 include indicators of success including a summative rating of proficient  
871 or better immediately at the conclusion of the improvement and  
872 remediation plan; [(I)] (ix) opportunities for career development and  
873 professional growth; and [(J)] (x) a validation procedure to audit  
874 evaluation ratings of exemplary or below standard by the department  
875 or a third-party entity approved by the department.

876 (B) On or before July 1, 2024, the State Board of Education shall adopt,  
877 in consultation with the Performance Evaluation Advisory Council  
878 established pursuant to section 10-151d, as amended by this act,  
879 guidelines for a teacher evaluation and support program. Such  
880 guidelines shall include, but not be limited to, (i) the use of multiple  
881 indicators of student learning, growth and achievement in teacher  
882 evaluations; (ii) methods for assessing student learning, growth and  
883 achievement; (iii) a consideration of control factors tracked by the state-  
884 wide public school information system, pursuant to subsection (c) of  
885 section 10-10a, that may influence teacher performance, including, but  
886 not limited to, student characteristics, student attendance and student  
887 mobility; (iv) minimum requirements for teacher evaluation  
888 instruments and procedures, including an annual summary of teacher  
889 growth provided by the evaluator; (v) the development and  
890 implementation of periodic training programs regarding the teacher  
891 evaluation and support program to be offered by the local or regional  
892 board of education or regional educational service center for the school  
893 district to teachers who are employed by such local or regional board of

894 education and whose performance is being evaluated and to  
895 administrators who are employed by such local or regional board of  
896 education and who are conducting performance evaluations; (vi) the  
897 provision of professional development services based on the individual  
898 or group of individuals' needs that are identified through the evaluation  
899 process; (vii) the creation of individual teacher improvement and  
900 remediation plans for teachers who require additional support,  
901 designed in consultation with such teacher and his or her exclusive  
902 bargaining representative for certified teachers chosen pursuant to  
903 section 10-153b, and that (I) identify resources, support and other  
904 strategies to be provided by the local or regional board of education to  
905 address documented deficiencies, (II) indicate a timeline for  
906 implementing such resources, support, and other strategies, in the  
907 course of the same school year as the plan is issued, and (III) include  
908 indicators of success immediately at the conclusion of the improvement  
909 and remediation plan; (viii) opportunities for career development and  
910 professional growth; and (ix) a validation procedure to audit  
911 remediation plans by the department or a third-party entity approved  
912 by the department.

913 (2) (A) The State Board of Education [shall, following the completion  
914 of the teacher evaluation and support pilot program, pursuant to section  
915 10-151f, and the submission of the study of such pilot program,  
916 pursuant to section 10-151g, review and] may revise, as necessary, the  
917 guidelines for a [model] teacher evaluation and support program and  
918 the model teacher evaluation and support program adopted under [this  
919 subsection] subparagraph (B) of this subdivision.

920 (B) The State Board of Education shall adopt a model teacher  
921 evaluation and support program that may be used by local and regional  
922 boards of education. Such model teacher evaluation and support  
923 program shall be consistent with the guidelines described in subdivision  
924 (1) of this subsection.

925 (d) (1) A local or regional board of education may phase in full  
926 implementation of the teacher evaluation and support program adopted

927 pursuant to subsection (b) of this section during the school years  
928 commencing July 1, 2013, and July 1, 2014, pursuant to a teacher  
929 evaluation and support program implementation plan adopted by the  
930 State Board of Education, in consultation with the Performance  
931 Evaluation Advisory Council, not later than July 1, 2013. The  
932 Commissioner of Education may waive the provisions of subdivision (1)  
933 of subsection (b) of this section and the implementation plan provisions  
934 of this subsection for any local or regional board of education that has  
935 expressed an intent, not later than July 1, 2013, to adopt a teacher  
936 evaluation program for which such board requests a waiver in  
937 accordance with this subsection.

938 (2) The Commissioner of Education may waive the provisions of  
939 subdivision (2) of subsection (b) of this section for any local or regional  
940 board of education that has expressed an intent, not later than July 1,  
941 2024, to adopt a teacher evaluation program for which such board  
942 requests a waiver in accordance with this subsection.

943 Sec. 24. Section 10-151d of the general statutes is repealed and the  
944 following is substituted in lieu thereof (*Effective July 1, 2023*):

945 (a) There is established a Performance Evaluation Advisory Council  
946 within the Department of Education. Membership of the council shall  
947 consist of: (1) The Commissioner of Education and the president of the  
948 Connecticut State Colleges and Universities, or their designees, (2) one  
949 representative from each of the following associations, designated by  
950 the association, the Connecticut Association of Boards of Education, the  
951 Connecticut Association of Public School Superintendents, the  
952 Connecticut Federation of School Administrators, the Connecticut  
953 Education Association, the American Federation of Teachers-  
954 Connecticut, the Connecticut Association of School Administrators and  
955 the Connecticut Association of Schools, (3) a representative from the  
956 Task Force to Diversify the Educator Workforce, established pursuant  
957 to section 10-156aa, designated by the chairpersons of said task force,  
958 and (4) persons selected by the Commissioner of Education who shall  
959 include, but need not be limited to, teachers, persons with expertise in

960 performance evaluation processes and systems, and any other person  
961 the commissioner deems appropriate.

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

975 (c) On and after July 1, 2018, the council shall, in collaboration with  
976 the [minority teacher recruitment task force] Task Force to Diversify the  
977 Educator Workforce, incorporate into the work of the council strategies  
978 and a framework for educators to be effective in closing the achievement  
979 gap and in increasing educational opportunities.

980 Sec. 25. Section 10-151h of the general statutes is repealed and the  
981 following is substituted in lieu thereof (*Effective July 1, 2023*):

982 (a) Upon the implementation of the teacher evaluation and support  
983 program adopted pursuant to subsection (b) of section 10-151b, as  
984 amended by this act, each local and regional board of education shall  
985 conduct training programs for all evaluators and orientation for all  
986 teachers employed by such board relating to the provisions of such  
987 teacher evaluation and support program adopted by such board of  
988 education. Such training shall provide instruction to evaluators in how  
989 to conduct proper performance evaluations prior to conducting an  
990 evaluation under the teacher evaluation and support program. Such  
991 orientation shall be completed by each teacher before a teacher receives

992 an evaluation under the teacher evaluation and support program. For  
993 purposes of this section, "teacher" includes each professional employee  
994 of a board of education, below the rank of superintendent, who holds a  
995 certificate or permit issued by the State Board of Education.

996 (b) For the school year commencing July 1, [2014] 2023, and each  
997 school year thereafter, each local and regional board of education shall  
998 (1) conduct the training programs and orientation described in  
999 subsection (a) of this section at least [biennially] annually to all  
1000 evaluators and teachers employed by such board, (2) conduct such  
1001 training programs for all new evaluators prior to any evaluations  
1002 conducted by such evaluators, and (3) provide such orientation to all  
1003 new teachers hired by such board before such teachers receive an  
1004 evaluation.

1005 Sec. 26. Subsection (d) of section 10-262u of the general statutes is  
1006 repealed and the following is substituted in lieu thereof (*Effective July 1,*  
1007 *2023*):

1008 (d) The local or regional board of education for a town designated as  
1009 an alliance district may apply to the Commissioner of Education, at such  
1010 time and in such manner as the commissioner prescribes, to receive any  
1011 increase in funds received over the amount the town received for the  
1012 prior fiscal year pursuant to subsection (a) of section 10-262i.  
1013 Applications pursuant to this subsection shall include objectives and  
1014 performance targets and a plan that are developed, in part, on the  
1015 strategic use of student academic performance data. Such plan may  
1016 include, but not be limited to, the following: (1) A tiered system of  
1017 interventions for the schools under the jurisdiction of such board based  
1018 on the needs of such schools, (2) ways to strengthen the foundational  
1019 programs in reading, through the intensive reading instruction program  
1020 pursuant to section 10-14u, to ensure reading mastery in kindergarten  
1021 to grade three, inclusive, with a focus on standards and instruction,  
1022 proper use of data, intervention strategies, current information for  
1023 teachers, parental engagement, and teacher professional development,  
1024 (3) additional learning time, including extended school day or school



1025 year programming administered by school personnel or external  
1026 partners, (4) a talent strategy that includes, but is not limited to, teacher  
1027 and school leader recruitment and assignment, career ladder policies  
1028 that draw upon guidelines for a [model] teacher evaluation program  
1029 adopted by the State Board of Education, pursuant to section 10-151b<sub>2</sub>  
1030 as amended by this act, and adopted by each local or regional board of  
1031 education. Such talent strategy may include provisions that  
1032 demonstrate increased ability to attract, retain, promote and bolster the  
1033 performance of staff in accordance with performance evaluation  
1034 findings and, in the case of new personnel, other indicators of  
1035 effectiveness, (5) training for school leaders and other staff on new  
1036 teacher evaluation models, (6) provisions for the cooperation and  
1037 coordination with early childhood education providers to ensure  
1038 alignment with district expectations for student entry into kindergarten,  
1039 including funding for an existing local Head Start program, (7)  
1040 provisions for the cooperation and coordination with other  
1041 governmental and community programs to ensure that students receive  
1042 adequate support and wraparound services, including community  
1043 school models, (8) provisions for implementing and furthering state-  
1044 wide education standards adopted by the State Board of Education and  
1045 all activities and initiatives associated with such standards, (9) strategies  
1046 for attracting and recruiting minority teachers and administrators, (10)  
1047 provisions for the enhancement of bilingual education programs,  
1048 pursuant to section 10-17f, or other language acquisition services to  
1049 English language learners, including, but not limited to, participation in  
1050 the English language learner pilot program, established pursuant to  
1051 section 10-17n, (11) entering into the model school district  
1052 responsibilities agreement, described in section 10-223l, (12) leadership  
1053 succession plans that provide training and learning opportunities for  
1054 administrators and are designed to assist in the seamless transition of  
1055 school and district personnel in and out of leadership positions in the  
1056 school district and the continuous implementation of plans developed  
1057 under this subsection, (13) implementing the policy adopted pursuant  
1058 to section 10-223m to improve completion rates of the Free Application  
1059 for Federal Student Aid by students enrolled in grade twelve in a high

1060 school under the jurisdiction of such board or students enrolled in an  
 1061 adult education program maintained by such board pursuant to section  
 1062 10-69, and, as applicable, the parent and guardians of such students, and  
 1063 (14) any additional categories or goals as determined by the  
 1064 commissioner. Such plan shall demonstrate collaboration with key  
 1065 stakeholders, as identified by the commissioner, with the goal of  
 1066 achieving efficiencies and the alignment of intent and practice of current  
 1067 programs with conditional programs identified in this subsection. The  
 1068 commissioner may (A) require changes in any plan submitted by a local  
 1069 or regional board of education before the commissioner approves an  
 1070 application under this subsection, and (B) permit a local or regional  
 1071 board of education, as part of such plan, to use a portion of any funds  
 1072 received under this section for the purposes of paying tuition charged  
 1073 to such board pursuant to subdivision (1) of subsection (k) of section 10-  
 1074 264l or subsection (b) of section 10-264o.

1075 Sec. 27. Sections 10-151f and 10-151g of the general statutes are  
 1076 repealed. (*Effective July 1, 2023*)"

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>from passage</i>	New section
Sec. 2	<i>July 1, 2023</i>	10-153e(e)
Sec. 3	<i>July 1, 2024</i>	10-15c
Sec. 4	<i>July 1, 2024</i>	New section
Sec. 5	<i>July 1, 2023</i>	10-148a(a)
Sec. 6	<i>July 1, 2023</i>	New section
Sec. 7	<i>July 1, 2023</i>	10-220(c)
Sec. 8	<i>July 1, 2023</i>	10-144d
Sec. 9	<i>from passage</i>	New section
Sec. 10	<i>July 1, 2023</i>	10-148d(a)
Sec. 11	<i>July 1, 2023</i>	10-220a(b) and (c)
Sec. 12	<i>July 1, 2023</i>	10-76d(a)(10)(I)
Sec. 13	<i>July 1, 2023</i>	10-145d(f)
Sec. 14	<i>from passage</i>	New section
Sec. 15	<i>July 1, 2023</i>	10-145n(a)
Sec. 16	<i>July 1, 2023</i>	10-145a(i)

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Sec. 17	<i>July 1, 2023</i>	10-8c
Sec. 18	<i>July 1, 2023</i>	10-145(a)
Sec. 19	<i>July 1, 2023</i>	10-183e(b) and (c)
Sec. 20	<i>July 1, 2023</i>	10-183b(21)
Sec. 21	<i>July 1, 2023</i>	New section
Sec. 22	<i>July 1, 2023</i>	10-156b(a)
Sec. 23	<i>July 1, 2023</i>	10-151b
Sec. 24	<i>July 1, 2023</i>	10-151d
Sec. 25	<i>July 1, 2023</i>	10-151h
Sec. 26	<i>July 1, 2023</i>	10-262u(d)
Sec. 27	<i>July 1, 2023</i>	Repealer section