



**Substitute House Bill No. 5466**

**Public Act No. 22-116**

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

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

Section 1. (*Effective July 1, 2022*) The Connecticut Prevention Network shall develop a report concerning recovery schools, provided the network is available and willing to develop such report. Such report shall include, but need not be limited to, an examination of how other states have implemented and integrated recovery high schools into their public school system and recommendations regarding the establishment and implementation of one or more recovery high schools in the state. The network may consult with the regional behavioral health action organizations while developing such report. Not later than January 1, 2024, the network shall submit such report on its findings and recommendations to the Department of Mental Health and Addiction Services, the Department of Education and 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. For purposes of this section, "recovery high school" means a high school designed specifically for students in recovery from substance use disorder or co-occurring disorders.

Sec. 2. Subsection (a) of section 10-15b of the general statutes is

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repealed and the following is substituted in lieu thereof (*Effective July 1, 2022*):

(a) Either parent or legal guardian of a minor student shall, upon written request to a local or regional board of education and within a reasonable time, be entitled to knowledge of and access to all educational, medical, or similar records maintained in such student's cumulative record, including such student's class rank, except that no parent or legal guardian shall be entitled to information considered privileged under section 10-154a. Nothing in this section shall be construed to limit a parent who is incarcerated from being entitled to knowledge of and access to all educational, medical or similar records maintained in the cumulative record of any minor student of such incarcerated parent, except that such incarcerated parent shall not be entitled to such records if (1) such information is considered privileged under section 10-154a, (2) such incarcerated parent has been convicted in this state or any other state of a violation of section 53a-70, 53a-70a, 53a-71, 53a-72a, 53a-72b or 53a-73a, or (3) such incarcerated parent is prohibited from knowledge of or access to such student's cumulative record pursuant to a court order.

Sec. 3. Section 3 of public act 21-95 is repealed and the following is substituted in lieu thereof (*Effective from passage*):

(a) There is established a task force to study issues relating to the provision and funding of special education in the state during the school years commencing July 1, 2016, to July 1, 2020, inclusive. Such study shall include, but need not be limited to, an examination of (1) the provision of special education and related services, including whether local and regional boards of education are providing such services directly or partnering with regional educational service centers, contracting with a private provider of special education services, as defined in section 10-91g of the general statutes, or as part of a cooperative arrangement pursuant to section 10-158a of the general

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statutes, (2) the cost of providing special education and related services, the total aggregate amount per school district per year and the annual percentage increase or decrease per school district of such cost, (3) the effect that the cost of special education has on a board of education's minimum budget requirement, (4) the level of state reimbursement to boards of education for special education, including the total amount for reimbursement submitted by each school district per year and the total amount received by such school district per year, and the percentage increase or decrease per year of the difference of the total amount submitted and the total amount received for each school district, and (5) the criteria and manner by which school districts are identifying students who require special education and related services, including whether school districts are overidentifying or underidentifying such students and the causes and reasons for such overidentification and underidentification.

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

(1) Three appointed by the speaker of the House of Representatives, one of whom is a representative of the Special Education Equity for Kids of Connecticut, one of whom is a representative of the Connecticut Association of Boards of Education and one of whom is the parent or guardian of a student who is enrolled in a public school and receiving special education services;

(2) Three appointed by the president pro tempore of the Senate, one of whom is a representative of the Connecticut Association of Public School Superintendents, one of whom is a representative of the Connecticut Education Association and one of whom is the parent or guardian of a student who is enrolled in a public school and receiving special education services;

(3) Two appointed by the majority leader of the House of Representatives, one of whom is a representative of the American

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Federation of Teachers-Connecticut and one of whom is a representative of the Connecticut Parent Advocacy Center;

(4) Two appointed by the majority leader of the Senate, one of whom is a representative of the Connecticut Council of Administrators of Special Education and one of whom is a representative of the RESC Alliance;

(5) Two appointed by the minority leader of the House of Representatives, one of whom is a representative of the Connecticut Association of School Administrators and one of whom is a representative of the School and State Finance Project;

(6) Two appointed by the minority leader of the Senate, one of whom is a representative of the Connecticut Association of Schools and one of whom is a representative of the Connecticut Association of School Business Officials; and

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

(c) All 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 cochairpersons of the task force from among the members of the task force. Such cochairpersons 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, [2022] 2024, the task force shall submit a

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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. The task force shall terminate on the date that it submits such report or January 1, [2022] 2024, whichever is later.

Sec. 4. (*Effective from passage*) The executive director of the Connecticut Association of Boards of Education, or the executive director's designee, shall convene a working group to examine and make recommendations concerning the consolidation or elimination of unnecessary, obsolete or redundant professional development requirements, pursuant to section 10-148a of the general statutes, and in-service training requirements, pursuant to section 10-220a of the general statutes, provided the executive director is available and willing to convene such working group. The working group shall consist of: (1) The Commissioner of Education, or the commissioner's designee, and (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, the Connecticut Association of Schools and the Special Education Equity for Kids of Connecticut. Not later than January 1, 2024, the executive director shall submit a report on the working group's findings 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. Such report shall include recommendations for legislation for specific amendments to section 10-148a of the general statutes concerning professional development and section 10-220a of the general statutes concerning in-service training.

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Sec. 5. 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 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 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. Any such contract entered into on or after July 1,

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2022, shall include a provision that at least sixty per cent of the children enrolled in such child care center, group child care home or family child care home are members of families that are at or below seventy-five per cent of the state median income. For the fiscal year ending June 30, 2020, 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 for the fiscal year ending June 30, 2019, shall 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.

Sec. 6. Section 3 of public act 22-80, is repealed and the following is substituted in lieu thereof (*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, and (E) licensed marriage and family therapists 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

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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 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, and (E) licensed marriage and family therapists assigned to each school under the jurisdiction of the local or regional board of education, including whether any such licensed marriage and family therapist is assigned solely to that school or whether such licensed marriage and family therapist 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 (E) any such licensed marriage and family therapist 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



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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, and (E) licensed marriage and family therapist 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 (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, and (5) a student-to-licensed marriage and family therapist 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 and student-to-

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licensed marriage and family therapist 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. 7. Section 4 of public act 22-80, is repealed and the following is substituted in lieu thereof (*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 and licensed marriage and family therapists.

(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] public act 22-80. Such plan shall include, but need not be limited to, the number of additional school social workers, school psychologists, school counselors, [or] school nurses or licensed marriage and family therapists to be hired, the number of school social workers, school psychologists, school counselors, [or] school nurses or licensed marriage and family therapists 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 or licensed marriage and family therapists 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 and licensed marriage and family therapists.

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(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 student-to-licensed marriage and family therapist 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 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.

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(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. 8. Section 5 of public act 22-80, is repealed and the following is substituted in lieu thereof (*Effective July 1, 2022*):

For the fiscal year ending June 30, 2023, the Department of Education shall hire a full-time employee to 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 and licensed marriage and family therapists, described in section 4 of [this act] public act 22-80.

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Sec. 9. Subdivision (10) of subsection (a) of section 10-76d of the 2022 supplement to the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2022*):

(10) (A) Each local and regional board of education responsible for providing special education and related services to a child or pupil shall notify the parent or guardian of a child who requires or who may require special education, a pupil if such pupil is an emancipated minor or eighteen years of age or older who requires or who may require special education or a surrogate parent appointed pursuant to section 10-94g, in writing, at least five school days before such board proposes to, or refuses to, initiate or change the child's or pupil's identification, evaluation or educational placement or the provision of a free appropriate public education to the child or pupil.

(B) Upon request by a parent, guardian, pupil or surrogate parent, the responsible local or regional board of education shall provide such parent, guardian, pupil or surrogate parent an opportunity to meet with a member of the planning and placement team designated by such board prior to the referral planning and placement team meeting at which the assessments and evaluations of the child or pupil who requires or may require special education is presented to such parent, guardian, pupil or surrogate parent for the first time. Such meeting shall be for the sole purpose of discussing the planning and placement team process and any concerns such parent, guardian, pupil or surrogate parent has regarding the child or pupil who requires or may require special education.

(C) Such parent, guardian, pupil or surrogate parent shall (i) be given at least five school days' prior notice of any planning and placement team meeting conducted for such child or pupil, (ii) have the right to be present at and participate in all portions of such meeting at which an educational program for such child or pupil is developed, reviewed or revised, (iii) have the right to have (I) advisors of such person's own

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choosing and at such person's own expense, (II) the school paraprofessional assigned to such child or pupil, if any, and (III) such child or pupil's birth-to-three service coordinator, if any, attend and participate in all portions of such meeting at which an educational program for such child or pupil is developed, reviewed or revised, and (iv) have the right to have each recommendation made in such child or pupil's birth-to-three individualized transition plan, as required by section 17a-248e, if any, addressed by the planning and placement team during such meeting at which an educational program for such child or pupil is developed.

(D) Immediately upon the formal identification of any child as a child requiring special education and at each planning and placement team meeting for such child, the responsible local or regional board of education shall inform the parent or guardian of such child or surrogate parent or, in the case of a pupil who is an emancipated minor or eighteen years of age or older, the pupil of (i) the laws relating to special education, (ii) the rights of such parent, guardian, surrogate parent or pupil under such laws and the regulations adopted by the State Board of Education relating to special education, including the right of a parent, guardian or surrogate parent to (I) withhold from enrolling such child in kindergarten, in accordance with the provisions of section 10-184, and (II) have advisors and the school paraprofessional assigned to such child or pupil attend and participate in all portions of such meeting at which an educational program for such child or pupil is developed, reviewed or revised, in accordance with the provisions of subparagraph (C) of this subdivision, and (iii) any relevant information and resources relating to individualized education programs created by the Department of Education, including, but not limited to, information relating to transition resources and services for high school students. If such parent, guardian, surrogate parent or pupil does not attend a planning and placement team meeting, the responsible local or regional board of education shall mail such information to such person.

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(E) Each local and regional board of education shall have in effect at the beginning of each school year an educational program for each child or pupil who has been identified as eligible for special education.

(F) At each initial planning and placement team meeting for a child or pupil, the responsible local or regional board of education shall inform the parent, guardian, surrogate parent or pupil of (i) the laws relating to physical restraint and seclusion pursuant to section 10-236b and the rights of such parent, guardian, surrogate parent or pupil under such laws and the regulations adopted by the State Board of Education relating to physical restraint and seclusion, and (ii) the right of such parent, guardian, surrogate parent or pupil, during such meeting at which an educational program for such child or pupil is developed, to have (I) such child or pupil's birth-to-three service coordinator attend and participate in all portions of such meeting, and (II) each recommendation made in the transition plan, as required by section 17a-248e, by such child or pupil's birth-to-three service coordinator addressed by the planning and placement team.

(G) Upon request by a parent, guardian, pupil or surrogate parent, the responsible local or regional board of education shall provide the results of the assessments and evaluations used in the determination of eligibility for special education for a child or pupil to such parent, guardian, surrogate parent or pupil at least three school days before the referral planning and placement team meeting at which such results of the assessments and evaluations will be discussed for the first time.

(H) Each local or regional board of education shall monitor the development of each child who, pursuant to subsection (a) of section 17a-248e, has been (i) referred for a registration on a mobile application designated by the Commissioner of Early Childhood, in partnership with such child's parent, guardian or surrogate parent, or (ii) provided a form for such child's parent, guardian or surrogate parent to complete and submit to such local or regional board of education that screens for

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developmental and social-emotional delays using a validated screening tool, such as the Ages and Stages Questionnaire and the Ages and Stages Social-Emotional Questionnaire, or its equivalent. If such monitoring results in suspecting a child of having a developmental delay, the board shall schedule a planning and placement team meeting with such child's parent, guardian or surrogate parent for the purposes of identifying services for which such child may be eligible, including, but not limited to, a preschool program under Part B of the Individuals with Disabilities Act, 20 USC 1471 et seq. If a parent, guardian or surrogate parent of any child referred for a registration on the mobile application or provided a form to complete and submit, pursuant to subsection (a) of section 17a-248e, fails to complete such registration or complete and submit such form after a period of six months from the date of such referral or provision of such form, the board shall send a reminder, in the form and manner determined by the board, to such parent, guardian or surrogate parent to complete such registration or complete and submit such form. The board shall send another reminder after a period of one year from such referral or provision of such form if such registration remains incomplete or such form is not submitted.

(I) Prior to any planning and placement team meeting for a child or pupil in which an educational program for such child or pupil is developed, reviewed or revised, if the parent, guardian, pupil or surrogate parent has requested that the school paraprofessional assigned to such child or pupil attend such meeting, then the responsible local or regional board of education shall provide (i) adequate notice of such meeting to such school paraprofessional so that such school paraprofessional may adequately prepare for such meeting, and (ii) training, upon request of such school paraprofessional, on the role of such school paraprofessional at such meeting. Following such meeting, such school paraprofessional, or any other paraprofessional who is providing special education or related services to such child, shall be permitted to view such educational program in order to be able



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to provide special education or related services to such child or pupil in accordance with such educational program.

Sec. 10. Section 13 of public act 22-47, is repealed and the following is substituted in lieu thereof (*Effective from passage*):

(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 additional school mental health specialists. As used in this section, "school mental health specialist" has the same meaning as provided in section 12 of [this act] public act 22-47.

(b) On and after January 1, 2023, a local or regional board of education may submit an application for a grant under this section, in such form and manner as the Commissioner of Education prescribes. As part of the application, the applicant shall submit (1) a plan for the expenditure of grant funds, and (2) (A) for an application submitted before July 1, 2023, the information described in subdivisions (1) to (5), inclusive, of subsection (b) of section 12 of [this act] public act 22-47, and (B) for an application submitted on or after July 1, 2023, a copy of the completed survey described in section 12 of [this act] public act 22-47. Such plan shall include, but need not be limited to, the number of additional school mental health specialists to be hired, if such grant funds will be used to retain any of the school mental health specialists hired with the assistance of grant funds awarded under this section, whether such school mental health specialists 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 mental health specialists, and a description of how such board will implement the provisions of subsection (f) of this section.

(c) In determining whether to award an applicant a grant under this section, the Commissioner of Education shall give priority to those

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school districts (1) with large student-to-school mental health specialist 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 of Education 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 of Education at such time, and in such manner, as the commissioner prescribes. A grant recipient shall only expend grant funds received under this section in accordance with the plan submitted pursuant to subsection (b) of this section, and a grant recipient may not use such grant funds received under this section for the purpose of any operating expenses that existed prior to receipt of such grant. Grant recipients shall refund to the department (1) any unexpended amounts at the close of the fiscal year in which the grant was awarded, and (2) any amounts not expended in accordance with the plan for which such grant application was approved.

(f) If a local or regional board of education receives a grant under this section for the hiring of a school counselor, such school counselor shall provide one-on-one consultations with each student in grades eleven and twelve on the completion of the Free Application for Federal Student Aid. If such board can provide evidence to the Commissioner

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of Education that the student completion rate of the Free Application for Federal Student Aid for the school district has increased by at least five per cent, such board shall receive an additional grant in the amount of ten per cent of the grant received under this section for the fiscal year in which such board provided such evidence.

[(f)] (g) (1) The Department of Education 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.

(2) The department shall annually calculate the return on investment for the grant program using the expenditure reports filed pursuant to subsection (e) of this section and the utilization rates calculated pursuant to subdivision (1) of this subsection.

[(g)] (h) 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)] (i) (1) Not later than January 1, 2024, and each January first thereafter, until and including January 1, 2026, the Commissioner of Education shall submit a report, in accordance with the provisions of section 11-4a of the general statutes, on the utilization rate for each grant recipient and the return on investment for the grant program, calculated pursuant to subsection [(f)] (g) of this section, 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 shall develop recommendations concerning (A) whether such grant program should

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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. 11. Section 11 of public act 22-80, is repealed and the following is substituted in lieu thereof (*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] is a coach for a public school district that is a member of the Connecticut Interscholastic Athletic Conference;

(2) Two appointed by the president pro tempore of the Senate, each 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 that is a member of the Connecticut Interscholastic Athletic Conference;

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

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(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 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.

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