



House of Representatives

File No. 926

General Assembly

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(Reprint of File No. 317)

House Bill No. 7009
As Amended by House Amendment
Schedule "A"

Approved by the Legislative Commissioner
May 15, 2025

AN ACT CONCERNING THE ESTABLISHMENT OF THE CONNECTICUT STATE SEAL OF CIVICS EDUCATION AND ENGAGEMENT, THE TRANSPARENCY OF MULTILINGUAL LEARNER DATA, THE USE OF SMART DEVICES IN SCHOOLS, THE AVAILABILITY OF ISLAMIC AND ARAB STUDIES CURRICULUM MATERIAL FOR SCHOOL DISTRICTS, THE ESTABLISHMENT OF A WORKING GROUP TO ADDRESS ANTISEMITISM IN SCHOOLS, EDUCATION MANDATE RELIEF AND VARIOUS AND ASSORTED REVISIONS TO THE EDUCATION STATUTES.

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

1 Section 1. Section 10-5 of the general statutes is amended by adding
2 subsection (g) as follows (*Effective July 1, 2025*):

3 (NEW) (g) The Department of Education shall establish criteria by
4 which a local or regional board of education, or the governing board of
5 any other school that awards diplomas, may affix the Connecticut State
6 Seal of Civics Education and Engagement on a diploma awarded to a
7 student who has achieved a high level of proficiency in civics education
8 and engagement. Such criteria shall include, but need not be limited to,

9 (1) successful completion of history or social science courses for at least
10 two school years, one of which shall be a course on the United States
11 government or civics, (2) participation in at least one civic engagement
12 project, such as community service, participation in student
13 government, internship with an elected official or involvement in a civic
14 organization, and (3) demonstrated proficiency in civics knowledge
15 through a standardized assessment, portfolio of work that includes
16 essays, projects or presentations related to civics or other mastery-based
17 assessment or process.

18 Sec. 2. Section 10-221a of the general statutes is amended by adding
19 subsection (m) as follows (*Effective July 1, 2025*):

20 (NEW) (m) Commencing with classes graduating in 2026, and for
21 each graduating class thereafter, a local or regional board of education
22 may affix the Connecticut State Seal of Civics Education and
23 Engagement, as described in subsection (g) of section 10-5, as amended
24 by this act, to a diploma awarded to a student who has achieved a high
25 level of proficiency in civics education and engagement. The local or
26 regional board of education shall include on such student's transcript a
27 designation that the student received the Connecticut State Seal of
28 Civics Education and Engagement.

29 Sec. 3. Subsection (c) of section 10-10a of the general statutes is
30 repealed and the following is substituted in lieu thereof (*Effective January*
31 *1, 2026*):

32 (c) The state-wide public school information system shall:

33 (1) Track and report data relating to student, teacher and school and
34 district performance growth and make such information available to
35 local and regional boards of education for use in evaluating educational
36 performance and growth of teachers and students enrolled in public
37 schools in the state. Such information shall be collected or calculated
38 based on information received from local and regional boards of
39 education and other relevant sources. Such information shall include,
40 but not be limited to:

41 (A) In addition to performance on state-wide mastery examinations
42 pursuant to subsection (b) of this section, data relating to students shall
43 include, but not be limited to, (i) the primary language spoken at the
44 home of a student, (ii) student transcripts, (iii) student attendance and
45 student mobility, (iv) reliable, valid assessments of a student's readiness
46 to enter public school at the kindergarten level, [and] (v) data collected,
47 if any, from the preschool experience survey, described in section 10-
48 515, and (vi) data required pursuant to section 10-17m concerning the
49 academic progress of students in bilingual education programs;

50 (B) Data relating to teachers shall include, but not be limited to, (i)
51 teacher credentials, such as master's degrees, teacher preparation
52 programs completed and certification levels and endorsement areas, (ii)
53 teacher assessments, such as whether a teacher is deemed highly
54 qualified pursuant to the No Child Left Behind Act, P.L. 107-110, or
55 deemed to meet such other designations as may be established by
56 federal law or regulations for the purposes of tracking the equitable
57 distribution of instructional staff, (iii) the presence of substitute teachers
58 in a teacher's classroom, (iv) class size, (v) numbers relating to
59 absenteeism in a teacher's classroom, and (vi) the presence of a teacher's
60 aide. The department shall assign a unique teacher identifier to each
61 teacher prior to collecting such data in the public school information
62 system;

63 (C) Data relating to schools and districts shall include, but not be
64 limited to, (i) school population, (ii) annual student graduation rates,
65 (iii) annual teacher retention rates, (iv) school disciplinary records, such
66 as data relating to suspensions, expulsions and other disciplinary
67 actions, (v) the percentage of students whose primary language is not
68 English, (vi) the number of and professional credentials of support
69 personnel, (vii) information relating to instructional technology, such as
70 access to computers, [and] (viii) disaggregated measures of school-
71 based arrests pursuant to section 10-233n, and (ix) the measures and
72 data required pursuant to section 10-17g for the evaluation of bilingual
73 education programs.

74 (2) Collect data relating to student enrollment in and graduation from
75 institutions of higher education for any student who had been assigned
76 a unique student identifier pursuant to subsection (b) of this section,
77 provided such data is available.

78 (3) Develop means for access to and data sharing with the data
79 systems of public institutions of higher education in the state.

80 Sec. 4. Subsection (a) of section 10-17o of the general statutes is
81 repealed and the following is substituted in lieu thereof (*Effective January*
82 *1, 2026*):

83 (a) The State Board of Education shall draft a written bill of rights for
84 parents or guardians of students who are multilingual learners to
85 guarantee that the rights of such parents and students are adequately
86 safeguarded and protected in the provision of bilingual education under
87 chapter 164. Such bill of rights shall include, but need not be limited to,
88 the following declarations:

89 (1) The right of a multilingual learner student to attend a public
90 school in the state regardless of such student's immigration status or the
91 immigration status of such student's parent or guardian;

92 (2) The right of a parent or guardian of a multilingual learner student
93 to enroll such student in a public school without being required to
94 submit immigration documentation, including, but not limited to, a
95 Social Security number, visa documentation or proof of citizenship;

96 (3) The right of a multilingual learner student to have translation
97 services provided (A) by an interpreter who is present in person or
98 available by telephone or through an online technology platform, or (B)
99 through an Internet web site or other electronic application approved
100 by the State Board of Education, during critical interactions with
101 teachers and administrators, including, but not limited to, parent-
102 teacher conferences, meetings with administrators of the school in
103 which such student is attending, and at properly noticed regular or
104 special meetings of the board of education or scheduled meetings with

105 a member or members of the board of education responsible for
106 educating such student, in accordance with section 10-218b;

107 (4) The right of a multilingual learner student to participate in a
108 program of bilingual education offered by the local or regional board of
109 education when there are twenty or more eligible students classified as
110 dominant in a language, other than English, as such student, in
111 accordance with the provisions of section 10-17f;

112 (5) The right of a parent or guardian of a multilingual learner student
113 to receive written notice, in both English and the dominant language of
114 such parent or guardian, that such student is eligible to participate in a
115 program of bilingual education or English as a new language program
116 offered by the local or regional board of education;

117 (6) The right of a multilingual learner student and the parent or
118 guardian of such student to receive a high-quality orientation session,
119 in the dominant language of such student and parent or guardian, from
120 the local or regional board of education that provides information
121 relating to state standards, tests and expectations at the school for
122 multilingual learner students, as well as the goals and requirements for
123 programs of bilingual education and English as a new language, prior
124 to participation in such program of bilingual education or English as a
125 new language;

126 (7) The right of the parent or guardian of a multilingual learner
127 student to receive information about the progress of such student's
128 English language development and acquisition;

129 (8) The right of a multilingual learner student and the parent or
130 guardian of such student to meet with school personnel to discuss such
131 student's English language development and acquisition;

132 (9) The right of a multilingual learner student to be placed in a
133 program of bilingual education or English as a new language, if offered
134 by the local or regional board of education;

135 (10) The right of a multilingual learner student to have equal access
136 to all grade-level school programming;

137 (11) The right of a multilingual learner student to have equal access
138 to all core grade-level subject matter;

139 (12) The right of a multilingual learner student to receive annual
140 language proficiency testing;

141 (13) The right of a multilingual learner student to receive support
142 services aligned with any intervention plan that the school or school
143 district provides to all students;

144 (14) The right of a multilingual learner student to be continuously
145 and annually enrolled in a program of bilingual education or English as
146 a new language while such student remains an eligible student, as
147 defined in section 10-17e; [and]

148 (15) The right of a parent or guardian of a multilingual learner
149 student to contact the Department of Education with any questions or
150 concerns regarding such student's right to receive multilingual learner
151 services or accommodations available to such student or parent or
152 guardian, including information regarding any recourse for failure of
153 the board of education to provide or ensure such services or
154 accommodations; and

155 (16) The right of a multilingual learner student and a parent or
156 guardian of a multilingual learner student to access publicly available
157 data related to the academic progress of students in bilingual education
158 programs and the quality of bilingual education programs on the state-
159 wide public school information system implemented pursuant to
160 section 10-10a, as amended by this act.

161 Sec. 5. Section 10-233j of the general statutes is repealed and the
162 following is substituted in lieu thereof (*Effective July 1, 2025*):

163 (a) No student in a public school in the state shall possess or use a
164 remotely activated paging device unless such student obtains the

165 written permission of the school principal for such possession and use.
166 The principal shall grant such permission only if the student or his
167 parent or guardian establishes to the satisfaction of the principal that a
168 reasonable basis exists for the possession and use of the device.

169 (b) A local or regional board of education may restrict the student
170 possession or use of cellular mobile telephones in the schools under its
171 jurisdiction. In determining whether to restrict such possession or use,
172 the local or regional board of education shall consider the special needs
173 of parents and students.

174 (c) For the school year commencing July 1, 2026, and each school year
175 thereafter, each local and regional board of education shall adopt a
176 policy, in addition to any restrictions pursuant to subsection (b) of this
177 section, limiting the use of smart devices in the schools governed by
178 such board of education using the policy guidance developed by the
179 Department of Education. As used in this subsection, "smart device"
180 means a cellular mobile telephone or other wearable or portable
181 technology that can connect to the Internet, collect, process and transmit
182 data and communicate with other devices and networks.

183 Sec. 6. Subsection (d) of section 10-16b of the general statutes, as
184 amended by section 32 of public act 22-80, section 3 of public act 23-21,
185 section 7 of public act 23-150 and section 19 of public act 23-160, is
186 repealed and the following is substituted in lieu thereof (*Effective July 1,*
187 *2025*):

188 (d) The State Board of Education shall make available curriculum
189 materials and such other materials as may assist local and regional
190 boards of education in developing instructional programs pursuant to
191 this section. The State Board of Education, within available
192 appropriations and utilizing available resource materials, shall assist
193 and encourage local and regional boards of education to include: (1)
194 Holocaust and genocide education and awareness; (2) the historical
195 events surrounding the Great Famine in Ireland; (3) African-American
196 and black studies; (4) Puerto Rican and Latino studies; (5) Native

197 American studies; (6) Asian American and Pacific Islander studies; (7)
198 personal financial management, including, but not limited to, financial
199 literacy as developed in the plan provided under section 10-16pp; (8)
200 training in cardiopulmonary resuscitation and the use of automatic
201 external defibrillators; (9) labor history and law, including organized
202 labor, the collective bargaining process, existing legal protections in the
203 workplace, the history and economics of free market capitalism and
204 entrepreneurialism, and the role of labor and capitalism in the
205 development of the American and world economies; (10) climate change
206 consistent with the Next Generation Science Standards; (11) topics
207 approved by the state board upon the request of local or regional boards
208 of education as part of the program of instruction offered pursuant to
209 subsection (a) of this section; [and] (12) instruction relating to the Safe
210 Haven Act, sections 17a-57 to 17a-61, inclusive; and (13) Islamic and
211 Arab studies. The Department of Energy and Environmental Protection
212 shall be available to each local and regional board of education for the
213 development of curriculum on climate change as described in this
214 subsection.

215 Sec. 7. (NEW) (*Effective July 1, 2025*) (a) There is established a working
216 group to address antisemitism in public schools. The working group
217 shall provide assistance and resources to the Department of Education,
218 local and regional boards of education and other education stakeholders
219 and associations, to address issues relating to antisemitism that affect
220 students, families, educators and school personnel. Such assistance and
221 resources may include, but need not be limited to, (1) working with
222 boards of education to amend school district policies to ensure that all
223 students, educators and school personnel feel safe inside and outside of
224 the school setting, (2) offering training relating to antisemitism for
225 educators and administrators, and (3) assisting in the creation or
226 provision of curriculum materials and resources relating to
227 antisemitism and Jewish heritage and Holocaust and genocide
228 education and awareness, in accordance with the provisions of section
229 10-18f of the general statutes.

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

231 (1) Two appointed by the speaker of the House of Representatives,
232 one of whom shall be a representative from a national organization with
233 expertise in the study of global antisemitism and an interdisciplinary
234 study of antisemitism, and one of whom shall be a representative of the
235 Jewish Federation Association of Connecticut;

236 (2) Two appointed by the president pro tempore of the Senate, one of
237 whom shall have knowledge and national and local expertise and
238 experience in developing innovative and collaborative resources to
239 address antisemitism in elementary and secondary schools, and one of
240 whom shall be a representative of the Jewish Federation Association of
241 Connecticut;

242 (3) One appointed by the majority leader of the House of
243 Representatives, who shall be a teacher with professional knowledge
244 and proven experience in addressing and combatting antisemitism in a
245 public school in the state;

246 (4) One appointed by the majority leader of the Senate, who shall
247 have experience in teaching and school administration and expertise in
248 addressing and combatting antisemitism and teaching Jewish heritage;

249 (5) Two appointed by the minority leader of the House of
250 Representatives, one of whom shall be a current or former faculty
251 member of an institution of higher education with expertise in
252 curriculum development and knowledge and proven experience in
253 addressing antisemitism and teaching Jewish heritage, and one of
254 whom shall have professional experience addressing antisemitism in
255 the state;

256 (6) Two appointed by the minority leader of the Senate, one of whom
257 shall be a leader at an institution of higher education in the state with
258 knowledge and expertise in program development addressing
259 antisemitism curriculum, and one of whom shall have professional
260 experience addressing antisemitism in the state; and

261 (7) One appointed by the Governor, who shall be a school

262 administrator with expertise and knowledge in developing and
263 implementing curricula in public schools in the state.

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

267 (d) The speaker of the House of Representatives and the president
268 pro tempore of the Senate shall each select a cochairperson of the
269 working group from among the members of the working group. Such
270 cochairpersons shall jointly schedule the first meeting of the working
271 group, which shall be held not later than sixty days after the effective
272 date of this section.

273 (e) The administrative staff of the joint standing committee of the
274 General Assembly having cognizance of matters relating to education
275 shall serve as administrative staff of the working group.

276 (f) Not later than February 1, 2026, the working group shall submit a
277 report on its activities, and any recommendations for legislation, to the
278 joint standing committee of the General Assembly having cognizance of
279 matters relating to education, in accordance with the provisions of
280 section 11-4a of the general statutes. The working group may submit
281 additional reports as needed.

282 Sec. 8. Section 10-15c of the general statutes is repealed and the
283 following is substituted in lieu thereof (*Effective July 1, 2026*):

284 (a) The public schools shall be open to all children five years of age
285 and over who reach age five on or before the first day of September of
286 any school year, and each such child shall have, and shall be so advised
287 by the appropriate school authorities, an equal opportunity to
288 participate in the activities, programs and courses of study offered in
289 such public schools, at such time as the child becomes eligible to
290 participate in such activities, programs and courses of study, without
291 discrimination on account of race, as defined in section 46a-51, color,
292 sex, gender identity or expression, religion, national origin, sexual

293 orientation or disability; provided a child who has not reached the age
294 of five on or before the first day of September of the school year may be
295 admitted if the local or regional board of education adopts an early
296 admission policy that permits such child to be admitted (1) upon a
297 written request by the parent or guardian of such child to the principal
298 of the school in which such child would be enrolled, and (2) following
299 an assessment of such child, conducted by such principal and an
300 appropriate certified staff member of the school, to ensure that
301 admitting such child is developmentally appropriate.

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

305 Sec. 9. Section 10-15c of the general statutes is repealed and the
306 following is substituted in lieu thereof (*Effective July 1, 2027*):

307 (a) The public schools shall be open to all children five years of age
308 and over who reach age five on or before the first day of September of
309 any school year, and each such child shall have, and shall be so advised
310 by the appropriate school authorities, an equal opportunity to
311 participate in the activities, programs and courses of study offered in
312 such public schools, at such time as the child becomes eligible to
313 participate in such activities, programs and courses of study, without
314 discrimination on account of race, as defined in section 46a-51, color,
315 sex, gender identity or expression, religion, national origin, sexual
316 orientation or disability. [; provided a child who has not reached the age
317 of five on or before the first day of September of the school year may be
318 admitted (1) upon a written request by the parent or guardian of such
319 child to the principal of the school in which such child would be
320 enrolled, and (2) following an assessment of such child, conducted by
321 such principal and an appropriate certified staff member of the school,
322 to ensure that admitting such child is developmentally appropriate.]

323 (b) Nothing in subsection (a) of this section shall be deemed to amend
324 other provisions of the general statutes with respect to curricula,

325 facilities or extracurricular activities.

326 Sec. 10. Section 10-226b of the general statutes is repealed and the
327 following is substituted in lieu thereof (*Effective July 1, 2025*):

328 (a) Whenever the State Board of Education finds that racial imbalance
329 exists in a public school, it shall notify in writing the board of education
330 having jurisdiction over said school that such finding has been made,
331 except the State Board of Education shall not notify a board of education
332 of such finding until July 1, [2025] 2029.

333 (b) As used in sections 10-226a to 10-226e, inclusive, "racial
334 imbalance" means a condition wherein the proportion of pupils of racial
335 minorities in all of the grades of a public school of the secondary level
336 or below taken together substantially exceeds or falls substantially short
337 of the proportion of such public school pupils in all of the same grades
338 of the school district in which said school is situated taken together.

339 Sec. 11. Section 10-226c of the general statutes is repealed and the
340 following is substituted in lieu thereof (*Effective July 1, 2025*):

341 (a) Any board of education receiving notification of the existence of
342 racial imbalance as specified in section 10-226b, as amended by this act,
343 shall forthwith prepare a plan to correct such imbalance and file a copy
344 of said plan with the State Board of Education, except such board of
345 education shall not be required to prepare and file said plan until July
346 1, [2025] 2029. Said plan may be limited to addressing the imbalance
347 existing at any school and need not result in a district-wide plan or
348 district-wide pupil reassignment. A school district may request an
349 extension of time in cases in which the number of students causing said
350 imbalance is fewer than five students at a school.

351 (b) Any plan submitted by the board of education of any town under
352 sections 10-226a to 10-226e, inclusive, shall include any proposed
353 changes in existing school attendance districts, the location of proposed
354 school building sites as related to the problem, any proposed additions
355 to existing school buildings and all other means proposed for the

356 correction of said racial imbalance. The plan shall include projections of
357 the expected racial composition of all public schools in the district. The
358 plan may include provision for cooperation with other school districts
359 to assist in the correction of racial imbalance.

360 Sec. 12. Section 10-226d of the general statutes is repealed and the
361 following is substituted in lieu thereof (*Effective July 1, 2025*):

362 Upon receipt of any plan required under the provisions of subsection
363 (b) of section 10-226c, as amended by this act, the State Board of
364 Education shall review said plan. If it determines that the plan is
365 satisfactory, it shall approve the plan and shall provide to the board of
366 education such assistance and services as may be available. The board
367 of education shall submit annual reports on the implementation of the
368 approved plan, as the State Board of Education may require. The State
369 Board of Education shall not take action on any plan received on or after
370 July 1, 2024, until July 1, [2025] 2029.

371 Sec. 13. (NEW) (*Effective July 1, 2025*) For the fiscal year ending June
372 30, 2027, and each fiscal year thereafter, during the preparation of the
373 itemized estimate of the cost of maintenance of public schools for the
374 ensuing year pursuant to section 10-222 of the general statutes, as
375 amended by this act, the superintendent of schools shall provide the
376 members of the local board of education the original amount and actual
377 amount of each line item for the two fiscal years immediately preceding
378 the fiscal year in which such itemized estimate is being prepared and
379 the original amount and current amount of each line item for the fiscal
380 year in which such itemized estimate is being prepared. As used in this
381 section, "itemized estimate" means an estimate in which broad
382 budgetary categories including, but not limited to, salaries, fringe
383 benefits, utilities, supplies and grounds maintenance are divided into
384 one or more line items, "original amount" means the amount of a line
385 item that was appropriated to such line item at the start of the fiscal year,
386 and "actual amount" means the amount of a line item at the conclusion
387 of the fiscal year.

388 Sec. 14. Section 10-222 of the general statutes is repealed and the
389 following is substituted in lieu thereof (*Effective July 1, 2025*):

390 Each local board of education shall prepare an itemized estimate of
391 the cost of maintenance of public schools for the ensuing year and shall
392 submit such estimate to the board of finance in each town or city having
393 a board of finance, to the board of selectmen in each town having no
394 board of finance or otherwise to the authority making appropriations
395 for the school district, not later than two months preceding the annual
396 meeting at which appropriations are to be made. Such estimate shall
397 include the original amount and actual amount of each line item for the
398 two fiscal years immediately preceding the fiscal year in which such
399 estimate is being prepared and the original amount and current amount
400 of each line item for the fiscal year in which such estimate is being
401 prepared. The board or authority that receives such estimate shall, not
402 later than ten days after the date the board of education submits such
403 estimate, make spending recommendations and suggestions to such
404 board of education as to how such board of education may consolidate
405 noneducational services and realize financial efficiencies. Such board of
406 education may accept or reject the suggestions of the board of finance,
407 board of selectmen or appropriating authority and shall provide the
408 board of finance, board of selectmen or appropriating authority with a
409 written explanation of the reason for any rejection. The money
410 appropriated by any municipality for the maintenance of public schools
411 shall be expended by and in the discretion of the board of education.
412 Except as provided in this subsection, any such board may transfer any
413 unexpended or uncontracted-for portion of any appropriation for
414 school purposes to any other item of such itemized estimate. Boards
415 may, by adopting policies and procedures, authorize designated
416 personnel to make limited transfers under emergency circumstances if
417 the urgent need for the transfer prevents the board from meeting in a
418 timely fashion to consider such transfer. All transfers made in such
419 instances shall be announced at the next regularly scheduled meeting of
420 the board and a written explanation of such transfer shall be provided
421 to the legislative body of the municipality or, in a municipality where

422 the legislative body is a town meeting, to the board of selectmen.
423 Expenditures by the board of education shall not exceed the
424 appropriation made by the municipality, with such money as may be
425 received from other sources for school purposes. If any occasion arises
426 whereby additional funds are needed by such board, the chairman of
427 such board shall notify the board of finance, board of selectmen or
428 appropriating authority, as the case may be, and shall submit a request
429 for additional funds in the same manner as is provided for departments,
430 boards or agencies of the municipality and no additional funds shall be
431 expended unless such supplemental appropriation shall be granted and
432 no supplemental expenditures shall be made in excess of those granted
433 through the appropriating authority. The annual report of the board of
434 education shall, in accordance with section 10-224, include a summary
435 showing (1) the total cost of the maintenance of schools, (2) the amount
436 received from the state and other sources for the maintenance of schools,
437 and (3) the net cost to the municipality of the maintenance of schools.
438 For purposes of this [subsection] section, "meeting" means a meeting, as
439 defined in section 1-200, [and] "itemized estimate" means an estimate in
440 which broad budgetary categories including, but not limited to, salaries,
441 fringe benefits, utilities, supplies and grounds maintenance are divided
442 into one or more line items, "original amount" means the amount of a
443 line item that was appropriated to such line item at the start of the fiscal
444 year, and "actual amount" means the amount of a line item at the
445 conclusion of the fiscal year.

446 Sec. 15. Subsection (a) of section 10-51 of the general statutes is
447 repealed and the following is substituted in lieu thereof (*Effective July 1,*
448 *2025*):

449 (a) The fiscal year of a regional school district shall be July first to June
450 thirtieth. Except as otherwise provided in this subsection, not less than
451 two weeks before the annual meeting held pursuant to section 10-47, the
452 board shall hold a public district meeting to present a proposed budget
453 for the next fiscal year. Any public district meeting held pursuant to this
454 section may be accessible to the public by means of electronic equipment
455 or by means of electronic equipment in conjunction with an in-person

456 meeting, in accordance with the provisions of section 1-225a. Such
457 proposed budget shall include the original amount and actual amount
458 of each line item in the budget for the two fiscal years immediately
459 preceding the fiscal year in which such proposed budget is being
460 presented and the original amount and current amount of each line item
461 for the budget of the fiscal year in which such proposed budget is being
462 presented. Any person may recommend the inclusion or deletion of
463 expenditures at such time. After the public hearing, the board shall
464 prepare an annual budget for the next fiscal year, make available on
465 request copies thereof and deliver a reasonable number to the town
466 clerk of each of the towns in the district at least five days before the
467 annual meeting. At the annual meeting on the first Monday in May, the
468 board shall present a budget which includes a statement of (1) estimated
469 receipts and expenditures for the next fiscal year, (2) estimated receipts
470 and expenditures for the current fiscal year, (3) estimated surplus or
471 deficit in operating funds at the end of the current fiscal year, (4) bonded
472 or other debt, (5) estimated per pupil expenditure for the current and
473 for the next fiscal year, (6) the original amount and actual amount of
474 each line item in the budget for the two fiscal years immediately
475 preceding the fiscal year in which such budget is being presented and
476 the original amount and current amount of each line item for the budget
477 of the fiscal year in which such budget is being presented, and ~~[(6)]~~ (7)
478 such other information as is necessary in the opinion of the board.
479 Persons present and eligible to vote under section 7-6 may accept or
480 reject the proposed budget except as provided below. No person who is
481 eligible to vote in more than one town in the regional school district is
482 eligible to cast more than one vote on any issue considered at a regional
483 school district meeting or referendum held pursuant to this section. Any
484 person who violates this section by fraudulently casting more than one
485 vote or ballot per issue shall be fined not more than three thousand five
486 hundred dollars and shall be imprisoned not more than two years and
487 shall be disenfranchised. The regional board of education may, in the
488 call to the meeting, designate that the vote on the motion to adopt the
489 budget shall be by paper ballots at the district meeting held on the
490 budget or by a "yes" or "no" vote on the voting tabulators in each of the

491 member towns on the day following the district meeting. If submitted
492 to a vote by voting tabulator, questions may be included on the ballot
493 for persons voting "no" to indicate whether the budget is too high or too
494 low, provided the vote on such questions shall be for advisory purposes
495 only and not binding upon the board. Two hundred or more persons
496 qualified to vote in any regional district meeting called to adopt a
497 budget may petition the regional board, in writing, at least three days
498 prior to such meeting, requesting that any item or items on the call of
499 such meeting be submitted to the persons qualified to vote in the
500 meeting for a vote by paper ballot or on the voting tabulators in each of
501 the member towns on the day following the district meeting and in
502 accordance with the appropriate procedures provided in section 7-7. If
503 a majority of such persons voting reject the budget, the board shall,
504 within four weeks thereafter and upon notice of not less than one week,
505 call a district meeting to consider the same or an amended budget. Such
506 meetings shall be convened at such intervals until a budget is approved.
507 If the budget is not approved before the beginning of a fiscal year, the
508 disbursing officer for each member town, or the designee of such officer,
509 shall make necessary expenditures to such district in amounts equal to
510 the total of the town's appropriation to the district for the previous year
511 and the town's proportionate share in any increment in debt service over
512 the previous fiscal year, pursuant to section 7-405 until the budget is
513 approved. The town shall receive credit for such expenditures once the
514 budget is approved for the fiscal year. After the budget is approved, the
515 board shall estimate the share of the net expenses to be paid by each
516 member town in accordance with subsection (b) of this section and
517 notify the treasurer thereof. With respect to adoption of a budget for the
518 period from the organization of the board to the beginning of the first
519 full fiscal year, the board may use the above procedure at any time
520 within such period. If the board needs to submit a supplementary
521 budget, the general procedure specified in this section shall be used. As
522 used in this section, "original amount" and "actual amount" have the
523 same meanings as provided in section 10-222, as amended by this act.

524 Sec. 16. Section 10-233m of the general statutes is repealed and the

525 following is substituted in lieu thereof (*Effective July 1, 2025*):

526 Each local or regional board of education that assigns a school
527 resource officer to any school under the jurisdiction of such board shall
528 enter into a memorandum of understanding with a local law
529 enforcement agency regarding the role and responsibility of such school
530 resource officer. [Such] Not later than January 1, 2026, such
531 memorandum of understanding shall (1) be maintained in a central
532 location in the school district and posted on the Internet web site of the
533 school district and each school in which such school resource officer is
534 assigned, (2) include provisions addressing daily interactions between
535 students and school personnel with school resource officers, and (3)
536 include a graduated response model for student discipline. Any such
537 memorandum of understanding entered into, extended, updated or
538 amended [(A)] on or after July 1, 2021, shall include a provision that
539 requires all school resource officers to complete, while in the
540 performance of their duties as school resource officers and during
541 periods when such school resource officers are assigned to be at the
542 school, any separate training specifically related to social-emotional
543 learning and restorative practices provided to certified employees of the
544 school pursuant to section 10-148a, [, and (B)] Any such memorandum
545 of understanding entered into, extended, updated or amended on or
546 after July 1, 2023, shall include provisions specifying a school resource
547 officer's duties concerning, and procedures for, the restraint of students,
548 use of firearms, school-based arrests and reporting of any investigations
549 and behavioral interventions of challenging behavior or conflict that
550 escalates to violence or constitutes a crime, pursuant to the provisions
551 of section 10-233p, provided such provisions are in accordance with any
552 laws or policies concerning the duties of police officers. Each such
553 memorandum of understanding shall be updated not less frequently
554 than every three years. For the purposes of this section, "school resource
555 officer" means a sworn police officer of a local law enforcement agency
556 who has been assigned to a school pursuant to an agreement between
557 the local or regional board of education and the chief of police of a local
558 law enforcement agency.

559 Sec. 17. Subdivision (2) of subsection (d) of section 10-51 of the
560 general statutes is repealed and the following is substituted in lieu
561 thereof (*Effective July 1, 2025*):

562 (2) For the fiscal year ending June 30, 2024, and each fiscal year
563 thereafter, a regional board of education, by a majority vote of its
564 members, may create a reserve fund for educational expenditures. Such
565 fund shall thereafter be termed "reserve fund for educational
566 expenditures". The aggregate amount of annual and supplemental
567 appropriations by a district to such fund shall not exceed two per cent
568 of the annual district budget for such fiscal year. Annual appropriations
569 to such fund shall be included in the share of net expenses to be paid by
570 each member town. Supplemental appropriations to such fund may be
571 made from estimated fiscal year end surplus in operating funds. Interest
572 and investment earnings received with respect to amounts held in the
573 fund shall be credited to such fund. The board shall annually submit a
574 complete and detailed report of the condition of such fund to the
575 member towns. Upon the recommendation and approval by the
576 regional board of education, any part or the whole of such fund may be
577 used for educational expenditures. Upon the approval of any such
578 expenditure an appropriation shall be set up, plainly designated for the
579 educational expenditure for which it has been authorized. Any
580 unexpended portion of such appropriation remaining shall revert to
581 [said] such fund. If any authorized appropriation is set up pursuant to
582 the provisions of this subsection and through unforeseen circumstances
583 the board is unable to expend the total amount of such appropriation,
584 the board, by a majority vote of its members, may terminate such
585 appropriation which then shall no longer be in effect. Such fund may be
586 discontinued, after the recommendation and approval by the regional
587 board of education, and any amounts held in the fund shall be
588 transferred to the general fund of the district. For the fiscal year ending
589 June 30, 2026, and each fiscal year thereafter, a regional board of
590 education may deposit any funds previously appropriated to and
591 currently in a separate reserve fund for capital and nonrecurring
592 expenditures under the control of such board in the reserve fund for

593 educational expenditures.

594 Sec. 18. Subsection (a) of section 10-214 of the general statutes is
595 repealed and the following is substituted in lieu thereof (*Effective July 1,*
596 *2025*):

597 (a) Each local or regional board of education shall provide annually
598 to each pupil in kindergarten and grades one and three to five, inclusive,
599 a vision screening and may additionally provide such vision screening
600 annually to each pupil in preschool and grade two. Such vision
601 screening may be performed using a Snellen chart or an equivalent
602 screening device, or an automated vision screening device. The
603 superintendent of schools shall give written notice to the parent or
604 guardian of each pupil (1) who is found to have any defect of vision or
605 disease of the eyes, with a brief statement describing such defect or
606 disease and a recommendation for the pupil to be examined by an
607 optometrist licensed under chapter 380 or an ophthalmologist licensed
608 under chapter 370, and (2) who did not receive such vision screening,
609 with a brief statement explaining why such pupil did not receive such
610 vision screening.

611 Sec. 19. Subsection (c) of section 10-266aa of the general statutes is
612 repealed and the following is substituted in lieu thereof (*Effective July 1,*
613 *2025*):

614 (c) The program shall be phased in as provided in this subsection. (1)
615 For the school year commencing in 1998, and for each school year
616 thereafter, the program shall be in operation in the Hartford, New
617 Haven and Bridgeport regions. The Hartford program shall operate as
618 a continuation of the program described in section 10-266j. Students
619 who reside in Hartford, New Haven or Bridgeport may attend school in
620 another school district in the region and students who reside in such
621 other school districts may attend school in Hartford, New Haven or
622 Bridgeport, provided, beginning with the 2001-2002 school year, the
623 proportion of students who are not minority students to the total
624 number of students leaving Hartford, Bridgeport or New Haven to

625 participate in the program shall not be greater than the proportion of
626 students who were not minority students in the prior school year to the
627 total number of students enrolled in Hartford, Bridgeport or New
628 Haven in the prior school year. The regional educational service center
629 operating the program shall make program participation decisions in
630 accordance with the requirements of this subdivision. (2) For the school
631 year commencing in 2000, and for each school year thereafter, the
632 program shall be in operation in New London, provided beginning with
633 the 2001-2002 school year, the proportion of students who are not
634 minority students to the total number of students leaving New London
635 to participate in the program shall not be greater than the proportion of
636 students who were not minority students in the prior year to the total
637 number of students enrolled in New London in the prior school year.
638 The regional educational service center operating the program shall
639 make program participation decisions in accordance with this
640 subdivision. (3) The Department of Education may provide, within
641 available appropriations, grants for the fiscal year ending June 30, 2003,
642 to the remaining regional educational service centers to assist school
643 districts in planning for a voluntary program of student enrollment in
644 every priority school district, pursuant to section 10-266p, which is
645 interested in participating in accordance with this subdivision. For the
646 school year commencing in 2003, and for each school year thereafter, the
647 voluntary enrollment program may be in operation in every priority
648 school district in the state. Students from other school districts in the
649 area of a priority school district, as determined by the regional
650 educational service center pursuant to subsection (d) of this section, may
651 attend school in the priority school district, provided such students
652 bring racial, ethnic and economic diversity to the priority school district
653 and do not increase the racial, ethnic and economic isolation in the
654 priority school district. (4) For the school year commencing July 1, 2024,
655 and each school year thereafter, there shall be a pilot program in
656 operation in Danbury and Norwalk. The pilot program shall serve (A)
657 up to fifty students who reside in Danbury, and such students may
658 attend school in the school districts for the towns of New Fairfield,
659 Brookfield, Bethel, Ridgefield and Redding, and (B) up to fifty students

660 who (i) reside in Norwalk, and such students may attend school in the
661 school districts for the towns of Darien, New Canaan, Wilton, Weston
662 and Westport, and (ii) reside in Darien, New Canaan, Wilton, Weston
663 and Westport, and such students may attend school in the school district
664 for the town of Norwalk. School districts which receive students under
665 this subdivision as part of the pilot program shall allow such students
666 to attend school in the district until they graduate from high school. (5)
667 For the school year commencing July 1, 2022, and each school year
668 thereafter, the town of Guilford shall be eligible to participate in the
669 program as a receiving district and a sending district with New Haven.
670 (6) For the school year commencing July 1, 2025, and each school year
671 thereafter, the town of Madison shall be eligible to participate in the
672 program as a receiving district and a sending district with New Haven.

673 Sec. 20. Subsection (a) of section 10-153d of the general statutes is
674 repealed and the following is substituted in lieu thereof (*Effective July 1,*
675 *2025*):

676 (a) (1) Within thirty days prior to the date on which the local or
677 regional board of education is to commence negotiations pursuant to
678 this section, such board of education shall meet and confer with the
679 board of finance in each town or city having a board of finance, with the
680 board of selectmen in each town having no board of finance and
681 otherwise with the authority making appropriations therein. A member
682 of such board of finance, such board of selectmen, or such other
683 authority making appropriations, shall be permitted to be present
684 during negotiations pursuant to this section and shall provide such
685 fiscal information as may be requested by the board of education.

686 (2) On or after July 1, 2025, at least one member of the local or regional
687 board of education shall be present during negotiations pursuant to this
688 section, except no member of the local or regional board of education
689 who is also a member of the organization which has been designated or
690 elected as the exclusive representative of an administrators' unit or a
691 teachers' unit may be present during negotiations pursuant to this
692 section.

693 Sec. 21. Section 10-206 of the general statutes is repealed and the
694 following is substituted in lieu thereof (*Effective July 1, 2025*):

695 (a) Each local or regional board of education shall require each pupil
696 enrolled in the public schools to have health assessments pursuant to
697 the provisions of this section. Such assessments shall be conducted by
698 (1) a legally qualified practitioner of medicine, (2) an advanced practice
699 registered nurse or registered nurse, licensed pursuant to chapter 378,
700 (3) a physician assistant, licensed pursuant to chapter 370, (4) a school
701 medical advisor, or (5) a legally qualified practitioner of medicine, an
702 advanced practice registered nurse or a physician assistant stationed at
703 any military base, to ascertain whether such pupil is suffering from any
704 physical disability tending to prevent such pupil from receiving the full
705 benefit of school work and to ascertain whether such school work
706 should be modified in order to prevent injury to the pupil or to secure
707 for the pupil a suitable program of education. No health assessment
708 shall be made of any [child] pupil enrolled in the public schools unless
709 such examination is made in the presence of the parent or guardian or
710 in the presence of another school employee. The parent or guardian of
711 such [child] pupil shall receive prior written notice and shall have a
712 reasonable opportunity to be present at such assessment or to provide
713 for such assessment himself or herself. A local or regional board of
714 education may deny continued attendance in public school to any
715 [child] pupil who fails to obtain the health assessments required under
716 this section.

717 (b) Each local or regional board of education shall require each [child]
718 pupil to have a health assessment prior to public school enrollment. The
719 assessment shall include: (1) A physical examination which shall
720 include hematocrit or hemoglobin tests, height, weight, blood pressure,
721 a medical risk assessment for lead poisoning and, when indicated by
722 such assessment, a test of the [child's] pupil's blood lead level, and,
723 beginning with the 2003-2004 school year, a chronic disease assessment
724 which shall include, but not be limited to, asthma. The assessment form
725 shall include (A) a check box for the provider conducting the
726 assessment, as provided in subsection (a) of this section, to indicate an

727 asthma diagnosis, (B) screening questions relating to appropriate public
728 health concerns to be answered by the parent or guardian, and (C)
729 screening questions to be answered by such provider; (2) an updating
730 of immunizations as required under section 10-204a, provided a
731 registered nurse may only update said immunizations pursuant to a
732 written order by a physician or physician assistant, licensed pursuant to
733 chapter 370, or an advanced practice registered nurse, licensed pursuant
734 to chapter 378; (3) vision, hearing, speech and gross dental screenings;
735 and (4) such other information, including health and developmental
736 history, as the physician feels is necessary and appropriate. The
737 assessment shall also include tests for tuberculosis, sickle cell anemia
738 and Cooley's anemia where the local or regional board of education
739 determines after consultation with the school medical advisor and the
740 local health department, or in the case of a regional board of education,
741 each local health department, that such tests are necessary, provided a
742 registered nurse may only perform said tests pursuant to the written
743 order of a physician or physician assistant, licensed pursuant to chapter
744 370, or an advanced practice registered nurse, licensed pursuant to
745 chapter 378.

746 (c) Each local or regional board of education shall require each pupil
747 enrolled in the public schools to have health assessments in either grade
748 six or grade seven and in either grade nine or grade ten. The assessment
749 shall include: (1) A physical examination which shall include hematocrit
750 or hemoglobin tests, height, weight, blood pressure, and, beginning
751 with the 2003-2004 school year, a chronic disease assessment which shall
752 include, but not be limited to, asthma as defined by the Commissioner
753 of Public Health pursuant to subsection (c) of section 19a-62a. The
754 assessment form shall include (A) a check box for the provider
755 conducting the assessment, as provided in subsection (a) of this section,
756 to indicate an asthma diagnosis, (B) screening questions relating to
757 appropriate public health concerns to be answered by the parent or
758 guardian, and (C) screening questions to be answered by such provider;
759 (2) an updating of immunizations as required under section 10-204a,
760 provided a registered nurse may only update said immunizations

761 pursuant to a written order of a physician or physician assistant,
762 licensed pursuant to chapter 370, or an advanced practice registered
763 nurse, licensed pursuant to chapter 378; (3) vision, hearing, postural and
764 gross dental screenings; and (4) such other information including a
765 health history as the physician feels is necessary and appropriate. The
766 assessment shall also include tests for tuberculosis and sickle cell
767 anemia or Cooley's anemia where the local or regional board of
768 education, in consultation with the school medical advisor and the local
769 health department, or in the case of a regional board of education, each
770 local health department, determines that said screening or test is
771 necessary, provided a registered nurse may only perform said tests
772 pursuant to the written order of a physician or physician assistant,
773 licensed pursuant to chapter 370, or an advanced practice registered
774 nurse, licensed pursuant to chapter 378.

775 (d) The results of each assessment done pursuant to this section and
776 the results of screenings done pursuant to section 10-214, as amended
777 by this act, shall be recorded on forms supplied by the State Board of
778 Education. Each school nurse may reject such results submitted on
779 forms other than the forms supplied by the State Board of Education and
780 require the resubmission of such results on such forms supplied by the
781 State Board of Education. An asthma action plan shall be included with
782 the assessment form of each pupil that indicates an asthma diagnosis
783 pursuant to subsections (b) and (c) of this section. Such information shall
784 be included in the cumulative health record of each pupil and shall be
785 kept on file in the school such pupil attends. If a pupil permanently
786 leaves the jurisdiction of the board of education, the pupil's original
787 cumulative health record shall be sent to the chief administrative officer
788 of the school district to which such student moves. The board of
789 education transmitting such health record shall retain a true copy. Each
790 physician, advanced practice registered nurse, registered nurse, or
791 physician assistant performing health assessments and screenings
792 pursuant to this section and section 10-214, as amended by this act, shall
793 completely fill out and sign each form and any recommendations
794 concerning the pupil shall be in writing.

795 (e) Appropriate school health personnel shall review the results of
796 each assessment and screening as recorded pursuant to subsection (d)
797 of this section. When, in the judgment of such health personnel, a pupil,
798 as defined in section 10-206a, is in need of further testing or treatment,
799 the superintendent of schools shall give written notice to the parent or
800 guardian of such pupil and shall make reasonable efforts to assure that
801 such further testing or treatment is provided. Such reasonable efforts
802 shall include a determination of whether or not the parent or guardian
803 has obtained the necessary testing or treatment for the pupil, and, if not,
804 advising the parent or guardian on how such testing or treatment may
805 be obtained. The results of such further testing or treatment shall be
806 recorded pursuant to subsection (d) of this section, and shall be
807 reviewed by school health personnel pursuant to this subsection.

808 (f) On and after October 1, 2017, each local or regional board of
809 education shall report to the local health department and the
810 Department of Public Health, on an triennial basis, the total number of
811 pupils per school and per school district having a diagnosis of asthma
812 (1) at the time of public school enrollment, (2) in grade six or seven, and
813 (3) in grade nine or ten. The report shall contain the asthma information
814 collected as required under subsections (b) and (c) of this section and
815 shall include pupil age, gender, race, ethnicity and school. Beginning on
816 October 1, 2021, and every three years thereafter, the Department of
817 Public Health shall review the asthma screening information reported
818 pursuant to this section and shall submit a report to the joint standing
819 committees of the General Assembly having cognizance of matters
820 relating to public health and education concerning asthma trends and
821 distributions among pupils enrolled in the public schools. The report
822 shall be submitted in accordance with the provisions of section 11-4a
823 and shall include, but not be limited to, (A) trends and findings based
824 on pupil age, gender, race, ethnicity, school and the education reference
825 group, as determined by the Department of Education for the town or
826 regional school district in which such school is located, and (B) activities
827 of the asthma screening monitoring system maintained under section
828 19a-62a.

829 Sec. 22. Subsection (g) of section 10-233c of the general statutes is
830 repealed and the following is substituted in lieu thereof (*Effective July 1,*
831 *2025*):

832 (g) On and after July 1, 2015, all suspensions pursuant to this section
833 shall be in-school suspensions, except a local or regional board of
834 education may authorize the administration of schools under its
835 direction to impose an out-of-school suspension on any pupil in (1)
836 grades three to twelve, inclusive, if, during the hearing held pursuant to
837 subsection (a) of this section, (A) the administration determines that the
838 pupil being suspended poses such a danger to persons or property or
839 such a disruption of the educational process that the pupil shall be
840 excluded from school during the period of suspension, or (B) the
841 administration determines that an out-of-school suspension is
842 appropriate for such pupil based on evidence of (i) previous disciplinary
843 problems that have led to suspensions or expulsion of such pupil, and
844 (ii) efforts by the administration to address such disciplinary problems
845 through means other than out-of-school suspension or expulsion,
846 including positive behavioral support strategies, or (2) grades preschool
847 to two, inclusive, if during the hearing held pursuant to subsection (a)
848 of this section, the administration (A) determines that an out-of-school
849 suspension is appropriate for such pupil based on evidence that such
850 pupil's conduct on school grounds is behavior that causes serious
851 physical harm, (B) requires that such pupil receives services that are
852 trauma-informed and developmentally appropriate and align with any
853 behavioral intervention plan, individualized education program or plan
854 pursuant to Section 504 of the Rehabilitation Act of 1973, as amended
855 from time to time, for such pupil upon such pupil's return to school
856 immediately following the out-of-school suspension, and (C) considers
857 whether to convene a planning and placement team meeting for the
858 purposes of conducting an evaluation to determine whether such pupil
859 may require special education or related services. An out-of-school
860 suspension imposed under subdivision (1) of this subsection shall not
861 exceed ten school days, and an out-of-school suspension imposed under
862 subdivision (2) of this subsection shall not exceed five school days. An

863 in-school suspension may be served in the school that the pupil attends,
864 or in any school building under the jurisdiction of the local or regional
865 board of education, as determined by such board. Nothing in this
866 section shall limit a person's duty as a mandated reporter pursuant to
867 section 17-101a to report suspected child abuse or neglect.

868 Sec. 23. Subsection (d) of section 10-233d of the general statutes is
869 repealed and the following is substituted in lieu thereof (*Effective July 1,*
870 *2025*):

871 (d) No local or regional board of education is required to offer an
872 alternative educational opportunity, except in accordance with this
873 section. Any pupil under sixteen years of age who is expelled shall be
874 offered an alternative educational opportunity, which shall be (1)
875 alternative education, as defined by section 10-74j, with an
876 individualized learning plan, if such board provides such alternative
877 education, or (2) in accordance with the standards adopted by the State
878 Board of Education, pursuant to section 10-233o, during the period of
879 expulsion, provided any parent or guardian of such pupil who does not
880 choose to have such parent's or guardian's child enrolled in an
881 alternative educational opportunity shall not be subject to the
882 provisions of section 10-184. Any pupil expelled for the first time and
883 the second time, who is between the ages of sixteen and eighteen, and
884 who wishes to continue such pupil's education shall be offered such an
885 alternative educational opportunity if such pupil complies with
886 conditions established by such pupil's local or regional board of
887 education. Such alternative educational opportunity may include, but
888 shall not be limited to, the placement of a pupil who is at least seventeen
889 years of age in an adult education program pursuant to section 10-69.
890 Any pupil participating in any such adult education program during a
891 period of expulsion shall not be required to withdraw from school under
892 section 10-184. A local or regional board of education shall count the
893 expulsion of a pupil when the pupil was under sixteen years of age for
894 purposes of determining whether an alternative educational
895 opportunity is required for such pupil when such pupil is between the
896 ages of sixteen and eighteen. A local or regional board of education may

897 offer an alternative educational opportunity to a pupil for whom such
898 alternative educational opportunity is not required pursuant to this
899 section.

900 Sec. 24. Subsection (h) of section 10-236b of the general statutes is
901 repealed and the following is substituted in lieu thereof (*Effective July 1,*
902 *2025*):

903 (h) Each local or regional board of education shall notify a parent or
904 guardian of a student who is placed in physical restraint or seclusion
905 [not later than twenty-four hours after] on the day the student was
906 placed in physical restraint or seclusion and shall make a reasonable
907 effort to provide such notification immediately after such physical
908 restraint or seclusion is initiated.

909 Sec. 25. Section 10-357e of the general statutes is repealed and the
910 following is substituted in lieu thereof (*Effective July 1, 2025*):

911 The Commissioner of Education shall allocate funds, as specified in
912 the annual budget of the Department of Education, to allow the State
913 Education Resource Center, established pursuant to section 10-357a, to
914 provide professional development services, technical assistance and
915 evaluation activities, policy analysis and other forms of assistance to
916 local and regional boards of education, the Department of Education,
917 state and local charter schools, as defined in section 10-66aa, the
918 Technical Education and Career System, established pursuant to section
919 10-95, providers of school readiness programs, as defined in section 10-
920 16p, and other educational entities and providers. The State Education
921 Resource Center shall expend such funds in accordance with procedures
922 and conditions prescribed by the commissioner.

923 Sec. 26. (NEW) (*Effective July 1, 2025*) (a) Not later than April 1, 2026,
924 the Connecticut Center for School Safety and Crisis Prevention at
925 Western Connecticut State University, in collaboration with the
926 Department of Emergency Services and Public Protection, shall (1)
927 develop a clear definition for crisis response drills for purposes of
928 section 10-231 of the general statutes, as amended by this act, (2) develop

929 standardized terminology for the administration and review of crisis
930 response drills, (3) develop guidance on (A) standardized responses to
931 crises, and (B) standardized debriefing protocols following a crisis, and
932 (4) develop an evaluation template for crisis response drills that allows
933 school districts to use feedback from participants of the crisis response
934 drill to assess the efficacy of the crisis response drill and make
935 adjustments to subsequent crisis response drills to improve
936 preparedness while preventing emotional harm and supporting
937 psychological safety.

938 (b) The Connecticut Center for School Safety and Crisis Prevention at
939 Western Connecticut State University, in collaboration with the
940 Department of Emergency Services and Public Protection, shall conduct
941 a study of the impact of crisis response drills on the school community.

942 (c) Not later than July 1, 2028, the Connecticut Center for School
943 Safety and Crisis Prevention at Western Connecticut State University
944 shall submit (1) the guidance developed pursuant to subdivision (3) of
945 subsection (a) of this section, and (2) a report on the study conducted
946 pursuant to subsection (b) of this section, including any
947 recommendations, to the joint standing committee of the General
948 Assembly having cognizance of matters relating to education, in
949 accordance with the provisions of section 11-4a of the general statutes.

950 Sec. 27. Section 10-231 of the general statutes is repealed and the
951 following is substituted in lieu thereof (*Effective July 1, 2025*):

952 (a) Each local and regional board of education shall provide for a fire
953 drill to be held in the schools of such board not later than thirty days
954 after the first day of each school year and at least once each month
955 thereafter, except as provided in subsection (b) of this section.

956 (b) Each such board shall substitute a crisis response drill for a fire
957 drill once every three months and shall develop the format of such crisis
958 response drill [in consultation] in accordance with the crisis response
959 protocols described in section 28 of this act and with the appropriate
960 local law enforcement agency. A representative of such agency may

961 supervise and participate in any such crisis response drill.

962 Sec. 28. (NEW) (*Effective July 1, 2025*) For the school year commencing
963 July 1, 2026, and each school year thereafter, each crisis response drill
964 conducted pursuant to section 10-231 of the general statutes, as
965 amended by this act, shall be conducted as follows: (1) Utilize the (A)
966 definition for crisis response drills, (B) standardized terminology for the
967 administration and review of crisis response drills, and (C) guidance on
968 standardized responses to crises and debriefing protocols following a
969 crisis, developed by the Department of Emergency Services and Public
970 Protection pursuant to section 26 of this act, (2) the school security and
971 safety committee, as described in section 10-222m of the general statutes,
972 as amended by this act, shall collaborate with the school climate
973 committee, as described in section 10-222ff of the general statutes, to
974 plan crisis response drills that prioritize the physical and psychological
975 safety of students and school personnel, (3) crisis drills shall be trauma-
976 informed, including utilizing an approach that takes into account prior
977 traumatic experiences and designed to prevent emotional harm to and
978 support the psychological safety of students and school personnel, with
979 mental health professionals' participation integrated throughout the
980 crisis response drill, (4) prior to conducting a crisis response drill, school
981 personnel shall provide age-appropriate education for students and
982 training for school personnel to build knowledge and skills to reduce
983 the potential for confusion or emotional distress, including a review of
984 the purpose and procedures for crisis response drills prior to the first
985 crisis response drill of the school year and notification to students,
986 school personnel and parents and guardians one week in advance of
987 conducting a crisis response drill, (5) school personnel shall
988 communicate, in a clear manner to ensure understanding, the nature
989 and purpose of crisis response drills to the parents and guardians of
990 students at the school prior to conducting a crisis response drill, (6) at
991 the commencement of the crisis response drill, students and school
992 personnel shall be informed that they are participating in a crisis
993 response drill to avoid confusion when an actual emergency situation is
994 occurring, (7) accommodations for students with cognitive, physical or

995 sensory disability shall be provided, to the extent practicable, during a
996 crisis response drill to ensure the safety and participation of such
997 students, (8) crisis response drills conducted with students shall not
998 include an active assailant simulation or simulated violence with highly
999 sensorial elements such as fake assailants, firearms, gunfire sounds,
1000 blood or injuries, and a crisis response drill that is conducted outside of
1001 the regular school day and exclusively for school personnel, first
1002 responders and other school volunteers may include an active assailant
1003 simulation or such simulated violence, and (9) evaluate each crisis
1004 response drill using the evaluation template developed pursuant to
1005 section 26 of this act.

1006 Sec. 29. Section 10-222m of the general statutes, as amended by
1007 section 63 of public act 23-167, is repealed and the following is
1008 substituted in lieu thereof (*Effective July 1, 2025*):

1009 (a) For the school year commencing July 1, 2014, and each school year
1010 thereafter, each local and regional board of education shall develop and
1011 implement a school security and safety plan for each school under the
1012 jurisdiction of such board. Such plans shall be based on the school
1013 security and safety plan standards developed by the Department of
1014 Emergency Services and Public Protection, pursuant to section 10-222n.
1015 Each local and regional board of education shall annually review and
1016 update, if necessary, such plans.

1017 (b) For the school year commencing July 1, 2014, and each school year
1018 thereafter, each local and regional board of education shall establish a
1019 school security and safety committee at each school under the
1020 jurisdiction of such board. The school security and safety committee
1021 shall be responsible for assisting in the development of the school
1022 security and safety plan for the school and administering such plan.
1023 Such school security and safety committee shall consist of a local police
1024 officer, a local first responder, a teacher and an administrator employed
1025 at the school, a mental health professional, as defined in section 10-76t,
1026 a parent or guardian of a student enrolled in the school and any other
1027 person the board of education deems necessary. Any parent or guardian

1028 serving as a member of a school security and safety committee shall not
 1029 have access to information reported to such committee that would result
 1030 in a violation of the Family Educational Rights and Privacy Act of 1974,
 1031 20 USC 1232g, as amended from time to time.

1032 (c) Each local and regional board of education shall (1) annually
 1033 submit the school security and safety plan for each school under the
 1034 jurisdiction of such board, developed pursuant to subsection (a) of this
 1035 section, to the Department of Emergency Services and Public Protection,
 1036 and (2) make any portion of such school security and safety plan that is
 1037 not prohibited from disclosure pursuant to section 1-210 available to
 1038 members of the school community upon request.

1039 Sec. 30. Section 10-234gg of the general statutes is repealed. (*Effective*
 1040 *from passage*)

This act shall take effect as follows and shall amend the following sections:

Section 1	July 1, 2025	10-5(g)
Sec. 2	July 1, 2025	10-221a(m)
Sec. 3	January 1, 2026	10-10a(c)
Sec. 4	January 1, 2026	10-17o(a)
Sec. 5	July 1, 2025	10-233j
Sec. 6	July 1, 2025	10-16b(d)
Sec. 7	July 1, 2025	New section
Sec. 8	July 1, 2026	10-15c
Sec. 9	July 1, 2027	10-15c
Sec. 10	July 1, 2025	10-226b
Sec. 11	July 1, 2025	10-226c
Sec. 12	July 1, 2025	10-226d
Sec. 13	July 1, 2025	New section
Sec. 14	July 1, 2025	10-222
Sec. 15	July 1, 2025	10-51(a)
Sec. 16	July 1, 2025	10-233m
Sec. 17	July 1, 2025	10-51(d)(2)
Sec. 18	July 1, 2025	10-214(a)
Sec. 19	July 1, 2025	10-266aa(c)
Sec. 20	July 1, 2025	10-153d(a)

Sec. 21	<i>July 1, 2025</i>	10-206
Sec. 22	<i>July 1, 2025</i>	10-233c(g)
Sec. 23	<i>July 1, 2025</i>	10-233d(d)
Sec. 24	<i>July 1, 2025</i>	10-236b(h)
Sec. 25	<i>July 1, 2025</i>	10-357e
Sec. 26	<i>July 1, 2025</i>	New section
Sec. 27	<i>July 1, 2025</i>	10-231
Sec. 28	<i>July 1, 2025</i>	New section
Sec. 29	<i>July 1, 2025</i>	10-222m
Sec. 30	<i>from passage</i>	Repealer section

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

OFA Fiscal Note

State Impact:

Agency Affected	Fund-Effect	FY 26 \$	FY 27 \$
Education, Dept.	GF - Cost	See Below	See Below

Note: GF=General Fund

Municipal Impact:

Municipalities	Effect	FY 26 \$	FY 27 \$
Local and Regional School Districts	Potential Savings	None	See Below
Madison	Revenue Gain	See Below	See Below

Explanation

The bill makes various changes relating to education, which result in the fiscal impacts described below.

Sections 1 - 2 have no fiscal impact. They require the State Department of Education (SDE) to establish criteria by which the Connecticut State Seal of Civics Education and Engagement may be affixed to a graduating student's diploma. There is no cost associated with establishing criteria or affixing the Connecticut State Seal of Civics Education and Engagement to high school diplomas, since SDE has staff with expertise in this area, and the change is procedural in nature.

Sections 3 - 4 have no fiscal impact. They expand the data SDE is required to share in the statewide public school information system (EdSight). They also expand the multilingual learner bill of rights to include the right to access publicly available education data. These changes do not impact the cost to SDE of its data gathering or reporting

responsibilities.

Section 5 has no fiscal impact. It requires local and regional school districts to adopt a technology policy using existing guidance from SDE by FY 27. It is anticipated they can meet this requirement with existing resources.

Section 6 has no fiscal impact. It requires SDE to make Islamic and Arab Studies curriculum available to school districts. It is anticipated that SDE can meet these requirements with existing resources.

Section 7 establishes a working group to address antisemitism in schools, resulting in no fiscal impact to the state because the working group has the expertise to carry out the bill's requirements.

Sections 8 – 9 result in a potential savings to local and regional school districts starting in FY 27. Section 8 makes it optional, rather than required, for districts to consider admitting students to kindergarten who turn five after September 1 in FY 27, and Section 9 eliminates the admission of four-year-olds (based on the same date) to kindergarten beginning in FY 28. The savings in FY 27 is dependent on whether districts choose to opt out and the number of children who otherwise would have been admitted. The savings in FY 28 will be experienced by districts that chose not to opt out in FY 27, and is dependent on the number of children who otherwise would have been admitted.

Sections 10 – 12 delay potential costs incurred by certain local and regional school districts. The sections delay, until July 1, 2029, any action that the State Board of Education (SBE) or a local or regional school district is required to take when SBE has found that racial imbalance exists in such district. This correspondingly delays, until FY 30, any costs a district would incur in order to comply with such laws.

Sections 13 – 16 make various clarifying and procedural changes, which have no fiscal impact.

Section 17 changes the potential uses of regional school districts'

reserve funds. It allows districts to move funds previously appropriated to and currently in a reserve fund for capital and nonrecurring expenditures, to a reserve fund for educational expenditures starting in FY 26.

Section 18 makes a clarifying and procedural change, which has no fiscal impact.

Section 19 makes Madison eligible to participate in the Open Choice Program, beginning with the 2025-2026 school year. This results in a cost to the state and a corresponding revenue gain to Madison of \$3,000 per student annually starting in FY 26. The total impact will depend on the number of students that participate in the Open Choice Program in Madison.

Sections 20 – 25 make various clarifying and procedural changes, which have no fiscal impact.

Section 26 has no fiscal impact. It requires the Center for School Safety and Crisis Prevention at Western Connecticut State University to develop standard guidance, terminology and evaluation protocols for crisis response drills in schools and to conduct a study concerning the impact of crisis response drills on school communities. It is anticipated that the Center can complete these responsibilities with existing resources.

Section 27 makes a conforming change which has no fiscal impact.

Section 28 requires local and regional school districts to implement certain provisions relating to crisis response drills beginning in FY 27, which have no fiscal impact. It is anticipated school districts can meet the requirements with existing resources.

Section 29 has no fiscal impact. It requires school districts to make non-prohibited portions of the school security and safety plan available to the school community. It is anticipated they can meet this requirement with existing resources.

Section 30 repeals the requirement for districts to report certain information to the Commission for Educational Technology which has no fiscal impact.

House "A" strikes the underlying bill and its associated fiscal impact and replaces it with the fiscal impact described above.

The Out Years

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

OLR Bill Analysis**HB 7009 (as amended by House "A")*****AN ACT CONCERNING THE ESTABLISHMENT OF THE
CONNECTICUT STATE SEAL OF CIVICS EDUCATION AND
ENGAGEMENT.**

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§§ 13-15 — INFORMATION ON PRIOR AND CURRENT YEAR
ORIGINAL AND ACTUAL EXPENDITURES IN SCHOOL BUDGET
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Requires information on prior and current fiscal year line items to be included in the itemized estimates prepared during the local and regional school budget processes

§ 16 — SCHOOL RESOURCE OFFICER MOU

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§ 20 — ATTENDANCE AT TEACHER AND ADMINISTRATOR
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§ 22 — OUT-OF-SCHOOL SUSPENSION FOR STUDENTS IN
PRESCHOOL THROUGH GRADE TWO

Limits the use of out-of-school suspension for students in grades preschool through second to instances constituting serious physical harm

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Requires school boards to offer an alternative education opportunity for students ages 16 to 18 who are expelled for the first or second time

§ 24 — NOTIFICATION OF RESTRAINT OR SECLUSION

Requires school boards to notify parents of a student placed in physical restraint or seclusion on the day it happens

§ 25 — STATE EDUCATION RESOURCE CENTER (SERC) FUNDING

Specifies the education commissioner must allocate funds to SERC as provided in SDE's annual budget

§§ 26-29 — CRISIS RESPONSE DRILLS

Establishes new protocols for school crisis response drills that prohibit active assailant simulations; requires the Connecticut Center for School Safety and Crisis Prevention to develop guidance for crisis responses and crisis debriefing by April 1, 2026; establishes certain requirements including advanced notice and specific drill day procedures

§ 30 — REPEALED REPORTING REQUIREMENT

Repeals a requirement that school boards annually report to the Commission for Educational Technology certain information on their use of internet websites, online services, or mobile applications

SUMMARY

This bill makes numerous changes to the education statutes. A section-by-section analysis follows.

*House Amendment "A" adds the provisions on multilingual learner data, smart device use policies, Islamic and Arab studies, the antisemitism working group, kindergarten waivers, the racial imbalance law, school budget expenditures, school resource officers, regional school board reserve funds, vision screenings, the Open Choice program, teacher and administrator negotiations, health assessment forms, out-of-school suspension, twice-expelled students, restraint or

seclusion, and reporting requirement repeal.

EFFECTIVE DATE: July 1, 2025, unless otherwise noted below.

§§ 1 & 2 — CONNECTICUT STATE SEAL OF CIVICS EDUCATION

Creates the Connecticut State Seal of Civics Education, which may be placed on student diplomas to indicate high proficiency in civics education and engagement; requires SDE to develop criteria for awarding the seal

This bill creates the Connecticut State Seal of Civics Education and Engagement and allows school governing boards to place the seal on eligible high school graduates' diplomas to signify that they achieved high proficiency in civics education and engagement.

The bill requires the State Department of Education (SDE) to establish criteria for awarding the seal, which must at least require the student to:

1. successfully complete a history or social science course for at least two school years, including one U.S. government or civics course;
2. participate in at least one civic engagement project (e.g., community service, student government, internship with an elected official, or civic organization involvement); and
3. demonstrate proficiency in civics knowledge through a standardized assessment, work portfolio (including civics-related essays, projects, or presentations), or other mastery-based assessment or process.

Under the bill, the seal may be awarded by local and regional boards of education and by governing boards of any other diploma-awarding school. If a local or regional board of education chooses to award this seal to eligible students, it must also indicate on each recipient student's transcript that he or she was awarded the seal. School boards may award this seal starting with classes graduating in 2026.

§§ 3 & 4 — MULTILINGUAL LEARNER DATA

Expands the state-wide PSIS to include data on the (1) academic progress of students in bilingual education programs and (2) evaluation of these programs

The bill expands the state-wide public school information system (PSIS) to include data on the (1) academic progress of students in bilingual education programs and (2) evaluation of these programs. By law, PSIS contains data related to each K-12 student and teacher in Connecticut public schools (see *Background — Public School Information System*). It contains both public information (e.g., school population and graduation rates) and confidential information (e.g., individual student and teacher information, such as teacher certifications and student mastery examination scores). School districts use the student data to evaluate their educational performance and growth.

Specifically, the bill requires this student data to include mastery examination results for students in bilingual education programs in order to monitor their academic progress. Existing law already requires SDE to collect and disaggregate this data and report it annually to the Education Committee.

The bill adds to SDE's existing bill of rights for parents and guardians of multilingual learner students, the right of these students and their parents and guardians to access publicly available data on bilingual students and programs, which the bill requires to be added in the PSIS. By law, beginning with the 2024-25 school year, each school board that provides bilingual education or English as a second language (ESL) must give parents and guardians a copy of the bill of rights, which currently includes 15 declarations related to bilingual education.

EFFECTIVE DATE: January 1, 2026

Background — Public School Information System

SDE must administer the PSIS to (1) establish a standardized electronic data collection and reporting protocol to comply with state and federal reporting requirements, (2) improve the exchange of information from school-to-school and district-to-district, and (3) maintain the confidentiality of individual student and teacher data. In

addition to students and teachers, the system includes data on individual schools and districts and preschool children (CGS § 10-10a(b) & (c)).

Background — Related Bill

sSB 1391 (File 337), favorably reported by the Education Committee, contains identical provisions.

§ 5 — PLANS FOR LIMITING SMART DEVICES IN SCHOOLS

Requires local and regional boards of education (“school boards”) to adopt a policy each school year, starting with the 2026-27 school year, limiting smart device use in the schools they oversee

The bill requires local and regional boards of education (“school boards”) to adopt a policy each school year, starting with the 2026-27 school year, limiting smart device use in the schools they oversee. School boards must use policy guidance published by SDE to develop their policy.

This policy must be in addition to any restrictions a school board has adopted under the existing law authorizing them to restrict student cell phone possession or use in their schools.

Under that law, school boards must consider parents’ and students’ special needs when deciding whether to impose cell phone restrictions. Under the bill, a smart device is a cellular mobile telephone or other wearable or portable technology that can connect to the internet; collect, process, and transmit data; and communicate with other devices and networks.

Background — Policy Guidance

In August 2024, the State Board of Education (SBE; the agency head of SDE) released a position statement and policy guidance entitled “Personal Technology Use in Connecticut Schools: Impact of Social Media and the Use of Cell Phones on Student Learning and Mental Health.” In the guidance, the board strongly recommends that school board policies restrict cell phone use during the day to ensure student engagement in learning; support emotional well-being; and strengthen

students' interpersonal skills, peer interaction, and social communication.

Among other things, the guidance recommends that cell phone use be (1) fully restricted during the school day for elementary and middle school students and (2) limited during the day for high school students. The guidance also outlines the recommended roles and responsibilities of various stakeholders in developing and implementing a policy, including the school board, school administrators, teachers, students, and families.

Background — Related Bill

HB 6923 (File 591), favorably reported by the Education Committee, contains substantially similar provisions.

§ 6 — ISLAMIC AND ARAB STUDIES CURRICULUM

Requires SBE to make curriculum materials available school boards on Islamic and Arab studies and encourage them to provide this instruction

The bill requires SBE, within available appropriations and using available resource materials, to (1) make curriculum materials available to local and regional boards of education on Islamic and Arab studies and (2) encourage them to provide instruction in this area. Boards may use these materials to develop an instructional program for the public schools under their jurisdiction.

The law already requires SBE to make curriculum materials available for various other programs, such as (1) African-American and Black studies, Puerto Rican and Latino studies, Native American studies, and Asian American and Pacific Islander studies; (2) personal financial management; (3) the Holocaust and genocide awareness; and (4) cardiopulmonary resuscitation and the use of automatic external defibrators.

Background — Related Bill

HB 7075 (File 597), favorably reported by the Education Committee, contains identical provisions.

§ 7 — WORKING GROUP TO ADDRESS ANTISEMITISM IN SCHOOLS

Creates an 11-member working group to address antisemitism in public schools by assisting boards of education and other education stakeholders

The bill establishes an 11-member working group to address antisemitism in public schools. Under the bill, the group must assist and provide resources to SDE, local and regional boards of education, and other education stakeholders and associations to address antisemitism that affects students, families, educators, and school personnel.

The assistance and resources may include, but are not limited to:

1. working with school boards to amend school district policies to ensure that all students, educators, and school personnel feel safe inside and outside of the school setting;
2. offering antisemitism-related training for educators and administrators; and
3. creating or providing curriculum materials and resources about antisemitism, Jewish heritage, and Holocaust and genocide education and awareness.

The curriculum materials and resources must be appropriate for school districts to use in meeting the existing requirement that Holocaust and genocide education and awareness be part of every school district's social studies curriculum.

Working Group Membership

The working group includes 10 members appointed by the legislative leaders and one appointed by the governor. The table below shows the appointing authority and qualifying description for each of these appointed working group members.

Table: Working Group to Address Antisemitism

<i>Appointing Authority</i>	<i>Number of Appointments</i>	<i>Qualifying Description</i>
House speaker	2	• Representative from a national

<i>Appointing Authority</i>	<i>Number of Appointments</i>	<i>Qualifying Description</i>
		organization with expertise in global antisemitism studies and the interdisciplinary study of antisemitism <ul style="list-style-type: none"> • Jewish Federation Association of Connecticut representative
Senate president pro tempore	2	<ul style="list-style-type: none"> • Person with knowledge and national and local expertise and experience in developing innovative and collaborative resources to address antisemitism in schools • Jewish Federation Association of Connecticut representative
House majority leader	1	Teacher with professional knowledge and experience addressing and combatting antisemitism in a public school in the state
Senate majority leader	1	Person with experience in teaching and school administration and with expertise in addressing and combatting antisemitism and teaching Jewish heritage
House minority leader	2	<ul style="list-style-type: none"> • Current or former faculty member of a college or university with expertise in curriculum development and knowledge and proven experience in addressing antisemitism and teaching Jewish heritage • Person with professional experience addressing antisemitism in the state
Senate minority leader	2	<ul style="list-style-type: none"> • Leader at college or university in the state with knowledge and expertise in program development addressing antisemitism curriculum • Person with professional experience addressing antisemitism in the state
Governor	1	School administrator with expertise and knowledge in public school curricula development and implementation

All initial working group appointments must be made by July 31, 2025, and any vacancy must be filled by the appointing authority.

The House speaker and the Senate president pro tempore must each select a co-chairperson from among the members. The co-chairs must

jointly schedule the first meeting of the working group by August 30, 2025.

The administrative staff of the Education Committee serves as the working group's administrative staff.

By February 1, 2026, the working group must submit a report on its activities, and any recommendations for legislation, to the Education Committee. The working group may submit additional reports as needed.

Background — Related Bill

sHB 7012 (File 594), favorably reported by the Education Committee, contains substantially similar provisions.

§§ 8 & 9 — KINDERGARTEN WAIVERS

Makes the kindergarten waiver process optional for school districts starting July 1, 2026, and eliminates the optional waiver process starting July 1, 2027

Existing law generally requires a child to be at least age five by September 1 of the school year in order to enroll in public school kindergarten. But current law establishes a mandatory waiver process that allows children under age five to be admitted if the (1) child's parent or guardian makes a written request to the school principal and (2) principal and an appropriate certified school staff member do an assessment that shows the child is developmentally ready.

Starting July 1, 2026, the bill makes the waiver process optional for school districts by allowing children under age five to enroll in kindergarten only if the school board adopts an early admissions policy. Any admissions policy must require the same written request and evaluation as required under current law. Starting July 1, 2027, the bill eliminates this optional waiver process.

Background — Related Bill

sHB 7076 (file 621), favorably reported by the Education Committee, contains substantially similar provisions in § 1.

EFFECTIVE DATE: July 1, 2026, for the provision making the process optional and July 1, 2027, for the provision eliminating the optional process.

§§ 10-12 — RACIAL IMBALANCE LAW

Extends the pause on enforcement of the state's law on racial imbalance at public schools until July 1, 2029

The racial imbalance law requires SBE, when it finds a racial imbalance at a public school, to give the school's board of education written notification. In response, the notified school board must prepare a plan to correct the imbalance and submit it to SBE for approval.

PA 24-93, §§ 3-5, paused enforcement of this law for one year by prohibiting SBE from notifying a school board about a racial imbalance at one of its schools until July 1, 2025. The bill extends this prohibition until July 1, 2029. It similarly extends provisions (1) suspending the requirement for a notified board to prepare and file a correction plan and (2) prohibiting SBE from taking any action on any plan received on or after July 1, 2024.

By law a "racial imbalance" is a proportion of minority students enrolled in all grades in a public school that substantially exceeds, or substantially falls short of, the proportion of minority students in the same grades in all the district's public schools (see BACKGROUND).

Background — Racial Imbalance Defined

Under state regulations a school is "racially imbalanced" if the percentage of minority students enrolled falls outside the range of 25 percentage points more or less than the district-wide percentage (Conn. Agencies Regs., § 10-226e-3(b)). For example, in a school district that has an overall minority enrollment of 50%, an individual school that has less than 25% or more than 75% minority enrollment in comparable grades across the district would be considered racially imbalanced.

Background — Related Bill

sHB 7076 (File 621), favorably reported by the Education Committee, contains identical provisions in §§ 9-11.

§§ 13-15 — INFORMATION ON PRIOR AND CURRENT YEAR ORIGINAL AND ACTUAL EXPENDITURES IN SCHOOL BUDGET PROCESS

Requires information on prior and current fiscal year line items to be included in the itemized estimates prepared during the local and regional school budget processes

Local Boards of Education (§§ 13 & 14)

By law, local boards of education must prepare an itemized estimate of school expenses in the upcoming fiscal year and submit it to the board of finance or other authority making appropriations to the school district at least two months before the meeting at which appropriations will be made. The itemized estimate is one where broad budget categories (e.g., salaries, utilities, grounds maintenance) are divided into line items (CGS § 10-222).

The bill requires superintendents to annually give local school board members the following information:

1. the amount that was appropriated to each line item at the start of the fiscal year (“original amount”) and the amount of the line item at the end of the fiscal year (“actual amount”) for the two most recently completed fiscal years and
2. the original amount for each line item and the current amount for the fiscal year currently in progress.

Under the bill, the superintendent must provide this information during the preparation of the itemized estimate for FY 27 and each fiscal year after this.

The bill also requires the local board of education to include the above information on original, actual, and current amounts in the itemized estimate of school operating expenses.

Regional School Districts (§ 15)

The bill requires the proposed budget that a regional school board presents at a public district meeting to include the same information on budget line items required for the local school budgets, described above.

It also requires the same information to be included in the budget presented at the annual meeting on the first Monday in May.

Background — Related Bill

sHB 7217 (File 648), favorably reported by the Education Committee, contains substantially similar provisions in §§ 1-3.

§ 16 — SCHOOL RESOURCE OFFICER MOU

Sets a deadline for when certain information must start being incorporated into SRO MOUs and requires these MOUs to be updated at least every three years

By law, each local or regional board of education that assigns a school resource officer (SRO) to its schools must have a memorandum of understanding (MOU) with a local law enforcement agency. The MOU must address the SRO's role and responsibility in the school.

Under existing law, (1) school boards must post their MOU on their website and in the school where the SRO is assigned and maintain the MOU in a central location in the district, and (2) these MOUs must include information on the officer's daily interactions with students and staff and a student discipline graduated response model. The bill requires these two requirements to be met by January 1, 2026.

The bill also requires these MOUs to be updated at least every three years.

Background — Related Bill

sHB 7217 (File 648), favorably reported by the Education Committee, contains identical provisions in § 4.

§ 17 — REGIONAL SCHOOL BOARD RESERVE FUNDS

Explicitly allows regional boards of education to deposit funds previously appropriated to and currently in a reserve fund for capital and nonrecurring expenditures into a reserve fund for educational expenditures

PA 24-45 allows regional boards of education to create reserve funds for educational expenditures. Prior law had instead allowed boards to create reserve funds for capital and nonrecurring expenditures. Starting with FY 26, the bill explicitly allows regional boards of education to

deposit funds previously appropriated to and currently in a reserve fund for capital and nonrecurring expenditures into a reserve fund for educational expenditures.

Background — Related Bill

sHB 7217 (File 648), favorably reported by the Education Committee, contains identical provisions in § 6.

§ 18 — VISION SCREENINGS FOR STUDENTS

Explicitly allows school boards to offer vision screenings in preschool and second grade

The bill allows school boards to offer vision screenings to students in preschool and second grade. By law, vision screenings must be provided to all students in kindergarten, first grade, and third through fifth grade.

Background — Related Bill

sHB 7217 (File 648), favorably reported by the Education Committee, contains identical provisions in § 7.

§ 19 — OPEN CHOICE PROGRAM ADDITION

Adds Madison to the Open Choice program as a receiving and sending district

The bill adds Madison to the Open Choice program as a receiving and sending district with New Haven beginning the 2025-2026 school year. This addition allows students from Madison to attend school in the New Haven system and vice versa.

The Open Choice Program is a voluntary interdistrict attendance program that allows students from large urban districts to attend suburban schools and vice versa, on a space-available basis. Its purpose is to reduce racial, ethnic, and economic isolation; improve academic achievement; and provide public school choice.

Background — Related Bill

sHB 7217 (File 648), favorably reported by the Education Committee, contains identical provisions in § 9.

§ 20 — ATTENDANCE AT TEACHER AND ADMINISTRATOR NEGOTIATIONS

Requires at least one school board member to be present during teacher and administrator negotiations but prohibits school board members who are also teachers' union or administrators' union members from attending

Starting July 1, 2025, the bill requires at least one school board member to be present during teacher and administrator negotiations, but no school board member who is also a member of the teachers' or administrators' union may be present during the negotiations.

Background — Related Bill

sHB 7217 (File 648), favorably reported by the Education Committee, contains similar provisions in § 10.

§ 21 — HEALTH ASSESSMENT FORMS

Allows nurses to reject health assessment forms that are not the form required by SBE and requires asthma action plans to be included in these forms if a student has asthma

By law, student health assessments and screenings must be recorded on specific forms provided by SBE and included in the student's cumulative health record.

The bill explicitly allows school nurses to reject assessments or screenings submitted in a format other than the SBE-required form and require resubmission on the SBE form.

Additionally, the bill requires that an asthma action plan be included in health assessment forms for students diagnosed with asthma.

Background — Related Bill

sHB 7217 (File 648), favorably reported by the Education Committee, contains identical provisions in § 11.

§ 22 — OUT-OF-SCHOOL SUSPENSION FOR STUDENTS IN PRESCHOOL THROUGH GRADE TWO

Limits the use of out-of-school suspension for students in grades preschool through second to instances constituting serious physical harm

The bill limits the circumstances under which school administration may give out-of-school suspension to students in grades preschool

through second.

Under current law, school administration may impose out-of-school suspension on students in these grades if an administrator finds, at the student's informal disciplinary hearing, that the suspension is appropriate due to evidence that the student's conduct on school grounds is behavior that causes physical harm. Under the bill, the administrator must find that the physical harm was serious.

Background — Related Bill

sHB 7217 (File 648), favorably reported by the Education Committee, contains an identical provision in § 12.

§ 23 — TWICE-EXPELLED STUDENTS

Requires school boards to offer an alternative education opportunity for students ages 16 to 18 who are expelled for the first or second time

The bill requires school boards to offer an alternative education opportunity to students ages 16 to 18 who are expelled for the first or second time and wish to continue their education. Current law requires school boards to do so only for students in this age range who are expelled for the first time. As under existing law, a student may be offered the alternative education opportunity only if he or she complies with conditions the school board sets, and an expulsion before age 16 counts when school boards determine whether an alternative education opportunity is required for students ages 16 to 18.

§ 24 — NOTIFICATION OF RESTRAINT OR SECLUSION

Requires school boards to notify parents of a student placed in physical restraint or seclusion on the day it happens

The bill requires school boards to notify the parents or guardian of a student placed in physical restraint or seclusion on the day it happens, rather than within 24 hours after it happened as current law requires. As under existing law, the school board must make a reasonable effort to notify them immediately after the restraint or seclusion begins.

Existing law prohibits school employees from physically restraining a student or placing the student in seclusion except as an emergency

intervention to prevent immediate or imminent injury to the student or others (CGS § 10-236b(b) & (d)). A restraint or seclusion may exceed 15 minutes only if an administrator or certain other school personnel (e.g., health professionals) deems it necessary to prevent such an injury, and this determination must be done every 30 minutes (CGS § 10-236b(f)).

Background — Related Bill

sHB 7217 (File 648), favorably reported by the Education Committee, contains an identical provision in § 13.

§ 25 — STATE EDUCATION RESOURCE CENTER (SERC) FUNDING

Specifies the education commissioner must allocate funds to SERC as provided in SDE's annual budget

The bill specifies that when the education commissioner allocates funds to SERC as required by law, she must allocate the amount stated in SDE's annual budget. By law, SDE provides funds to SERC for the center to provide professional development training, technical assistance and evaluation activities, policy analysis, and other assistance to school boards, charter schools, SDE, and the Technical Education and Career System.

Background — Related Bill

sSB 1510, favorably reported by the Education Committee, contains an identical provision in § 4.

§§ 26-29 — CRISIS RESPONSE DRILLS

Establishes new protocols for school crisis response drills that prohibit active assailant simulations; requires the Connecticut Center for School Safety and Crisis Prevention to develop guidance for crisis responses and crisis debriefing by April 1, 2026; establishes certain requirements including advanced notice and specific drill day procedures

Beginning with the 2026-27 school year, the bill establishes new protocols for school crisis response drills that, among other things, prohibit active assailant simulations, are designed to support the physical and psychological safety of students and school personnel, and provide one week advance notice to students, school personnel, and parents and guardians before a drill is held. By law, and unchanged by the bill, each public school must conduct a quarterly crisis response drill.

The bill requires the Connecticut Center for School Safety and Crisis Prevention (“crisis prevention center”) at Western Connecticut State University, in collaboration with the Department of Emergency Services and Public Protection (DESPP), to develop (1) standard terminology and definitions and (2) guidance for crisis responses and crisis debriefing by April 1, 2026.

The bill also requires each board of education to make the parts of each school’s security and safety plan that are not prohibited from disclosure under the Freedom of Information Act (FOIA) available, upon request, to members of the school community.

New Crisis Response Drill Protocols (§§ 27 & 28)

Starting with the 2026-27 school year (the school year that begins July 1, 2026), the bill requires (1) each school district to take certain steps before holding a crisis response drill and (2) that the drill be done following the bill’s requirements.

Requirements and Steps Before Conducting a Drill. The bill requires the school security and safety committee to collaborate with the school climate committee to plan crisis response drills that prioritize the physical and psychological safety of students and school personnel. By law, each public school must have a school security and safety committee to help develop and administer the school’s security and safety plan and each school’s school climate committee is charged with duties related to the school’s anti-bullying climate improvement plan and related activities.

The bill also requires that:

1. crisis response drills use the definitions, terminology, and guidance developed under the bill (see § 26 below);
2. drills be trauma-informed, using an approach that considers prior traumatic experiences and is designed to prevent emotional harm to, and support the psychological safety of, students and school personnel, with mental health professionals’ participation

integrated throughout the drill;

3. before doing a drill, school staff educate students and train personnel to build knowledge and skills intended to reduce the potential for confusion or emotional distress, including reviewing the drill's purpose and procedures before the first drill of the year;
4. staff notify students, school personnel, and parents and guardians one week in advance before holding a drill; and
5. staff communicate, in a clear way, the nature and purpose of the drills to the parents and guardians of students at the school before holding one (presumably, this could be part of the notification one week in advance of a drill).

The bill also prohibits drills done with students from including an active assailant simulation or simulated violence with highly sensorial elements (such as fake assailants, firearms, gunfire sounds, blood, or injuries). A drill may include an active assailant simulation or simulated violence if it is held outside of the regular school day and exclusively for school personnel, first responders, and other school volunteers.

Drill Day Requirements. At the start of a crisis response drill, the bill requires school staff to inform students and other school personnel that they are participating in a drill to avoid confusion when an actual emergency occurs. Also, the school must accommodate students with cognitive, physical, or sensory disabilities, to the extent practicable, during the drill to ensure their safety and participation.

Evaluation. The bill requires school staff to evaluate each crisis response drill using the evaluation template the bill requires to be developed (see § 1).

Drill Definitions, Terminology, and Guidance (§ 26)

Under the bill, DESPP and the center must by April 1, 2026, develop:

1. a school crisis response drill definition,
2. standardized terminology for conducting and reviewing crisis response drills,
3. guidance on standardized (a) crisis responses and (b) debriefing protocols following a crisis, and
4. an evaluation template that allows school districts to use drill participant feedback to (a) assess drill efficacy and (b) adjust future drills to improve preparedness while preventing emotional harm and supporting psychological safety.

Additionally, the bill requires the crisis prevention center, in collaboration with DESPP, to study the impact of crisis response drills on the school community.

The bill requires the crisis prevention center to submit the guidance on standardized responses and a report on the crisis response drills impact study to the Education Committee by July 1, 2028.

School Security and Safety Plan Available to School Community (§ 29)

By law, each local and regional board of education must annually submit the school security and safety plan for each school under its jurisdiction to DESPP. The bill also requires each board to make any part of the plan that is not prohibited from disclosure under FOIA (CGS §§ 1-200 to -243) available to school community members upon request. (Presumably, this would only apply to an informal, non-FOIA request for plan information; a member of the public could still seek the information through the formal FOIA process.)

While FOIA generally requires government documents and records to be made available to the public, there are exceptions. Existing exceptions include when there are reasonable grounds to believe disclosure of records could result in a safety risk, including emergency plans and emergency preparedness, response, recovery, and mitigation

plans (CGS § 1-210(b)(19)).

School security and safety plans, by law, must be based on DESPP standards that include, among other things, (1) an all-hazards approach to emergencies at public schools, (2) crisis management procedures, (3) fire drill and crisis response drill evaluation by local law enforcement and other local public safety officials, and (4) procedures for managing various types of emergencies.

Background — Related Bill

HB 7077 (File 598), favorably reported by the Education Committee, contains substantially similar provisions.

§ 30 — REPEALED REPORTING REQUIREMENT

Repeals a requirement that school boards annually report to the Commission for Educational Technology certain information on their use of internet websites, online services, or mobile applications

The bill repeals a requirement that school boards annually report to the Commission for Educational Technology certain information on their use of internet websites, online services, or mobile applications that are not covered by a contract that meets the standards required under the state data privacy laws information.

EFFECTIVE DATE: Upon passage

Background — Related Bill

sHB 7076 (File 621), favorably reported by the Education Committee, contains identical provisions in § 12.

COMMITTEE ACTION

Education Committee

Joint Favorable

Yea 32 Nay 8 (03/12/2025)