



Agency Legislative Proposal – 2025 Session

Document Name: SDE – OSPP Extension of Magnet Enrollment Standards

Document Name	SDE – OSPP Extension of Magnet Enrollment Standards
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Legislative Liaison	Laura Stefon Phone: (860) 713 – 6493 E-mail: laura.stefon@ct.gov
Division Requesting This Proposal	Office of Strategic Planning and Partnership
Drafter	Robin Colombo Cecere Phone: 860-713-6518 Email: robin.cecere@ct.gov

Title of Proposal	An Act Extending the Dates for Magnet Enrollment Standards
Statutory Reference, if any	C.G.S. §10-264/(b), as amended by PA 24-78 §9
Brief Summary and Statement of Purpose	This proposal extends the dates for application of statutory provisions relating to enrollment standards for interdistrict magnet schools pursuant to C.G.S. §§10-264/(b).



Agency Legislative Proposal – 2025 Session

Document Name: SDE – OSPP Extension of Magnet Enrollment Standards

SECTION-BY-SECTION SUMMARY

Summarize sections in groups where appropriate

This proposal (1) extends the period that the enrollment requirements for interdistrict magnet schools will apply to such schools from an end date of June 30, 2025 to an ongoing requirement for every fiscal year to remain consistent with the settlement agreement in the *Sheff v. O'Neill* case and the Commissioner's Reduced Isolation Enrollment Standards, as established by the Commissioner of Education pursuant to C.G.S. §10-264r, and (2) continues the date for applying a fiscal penalty on interdistrict magnet schools for noncompliance with enrollment standards to every fiscal year.

For C.G.S. §10-264/(b)(2), the proposal extends the period that interdistrict magnet schools, which are subject to the stipulation in the *Sheff v. O'Neill* case, must meet residency and reduced-isolation standards set by the Commissioner of Education and the governing stipulation to qualify for the magnet operating grant beyond the existing end date of June 30, 2025, to every fiscal year.

For C.G.S. §10-264/(b)(3), the proposal extends the period that interdistrict magnet schools must meet residency and reduced-isolation standards set by the Commissioner of Education to qualify for the magnet operating grant beyond the existing end date of June 30, 2025, to every fiscal year, to align with the Commissioner's Reduced Isolation Enrollment Standards set by the Commissioner of Education pursuant to C.G.S. §10-264r.

For C.G.S. §10-264/(b)(4), the proposal extends the date that the Commissioner may impose a fiscal penalty or other measure on interdistrict magnet schools for noncompliance with magnet enrollment standards for two consecutive years from June 30, 2025 to every fiscal year to enable enforcement of residency standards to comply with the interdistrict structure of magnet schools.



Agency Legislative Proposal – 2025 Session

Document Name: SDE – OSPP Extension of Magnet Enrollment Standards

BACKGROUND

Origin of Proposal

☒ New Proposal

☐ Resubmission

Please consider the following, if applicable:

How does this proposal connect to the 10-year vision for the agency’s mission?	
How will we measure if the proposal successfully accomplishes its goals?	
Have there been changes in federal/state laws or regulations that make this legislation necessary?	The parties to the <i>Sheff v. O’Neill</i> litigation entered a new stipulated agreement on January 26, 2022, which was approved by the General Assembly by operation of law on March 17, 2022, and approved by the Superior Court as a Court Order on March 21, 2022. The stipulated agreement sets enrollment goals for reducing isolation of Hartford-resident students through integrated educational options as articulated in the Comprehensive School Choice Plan (CCP).
Has this proposal or a similar	



Agency Legislative Proposal – 2025 Session

Document Name: SDE – OSPP Extension of Magnet Enrollment Standards

proposal been implemented in other states? If yes, to what result?	
Have certain constituencies called for this proposal?	

INTERAGENCY IMPACT

List each affected agency. Copy the table as needed.

[X] Check here if this proposal does NOT impact other agencies

1. Agency Name	
Agency Contact (name, title)	
Date Contacted	
Status	[] Approved [] Talks Ongoing
Open Issues, if any	

FISCAL IMPACT

Include the section number(s) responsible for the fiscal impact and the anticipated impact

[X] Check here if this proposal does NOT have a fiscal impact

State	
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Agency Legislative Proposal – 2025 Session
Document Name: SDE – OSPP Extension of Magnet Enrollment Standards

Municipal (Include any municipal mandate that can be found within legislation)	
Federal	
Additional notes	

MONITORING & EVALUATION PLAN

If applicable, please describe the anticipated measurable outcomes and the data that will be used to track those outcomes. Include the section number(s) responsible for those outcomes

[X] Check here if this proposal does NOT lead to any measurable outcomes

ANYTHING ELSE WE SHOULD KNOW?



Agency Legislative Proposal – 2025 Session

Document Name: SDE – OSPP Extension of Magnet Enrollment Standards

INSERT FULLY DRAFTED BILL HERE

Subsection (b) of section 10-264l of the general statutes, as amended by PA 24-78 §9, is repealed and the following is substituted in lieu thereof (Effective July 1, 2025):

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

(2) In determining whether an application shall be approved and funds awarded pursuant to this section, the commissioner shall consider, but such consideration shall not be limited to: (A) Whether the program offered by the school is likely to increase student achievement; (B) whether the program is likely to reduce racial, ethnic and economic isolation; (C) the percentage of the student enrollment in the program from each participating district; and (D) the proposed operating budget and the sources of funding for the interdistrict magnet school. For a magnet school not operated by a local or regional board of education, the commissioner shall only approve a proposed operating budget that, on a per pupil basis, does not exceed the maximum allowable threshold established in accordance with this subdivision. The maximum allowable threshold shall be an amount equal to one hundred twenty per cent of the state average of the quotient obtained by dividing net current expenditures, as defined in section 10-261, by average daily membership, as defined in said section, for the fiscal year two years prior to the fiscal year for which the operating grant is requested. The Department of Education shall establish the maximum allowable threshold no later than December fifteenth of the fiscal year prior to the fiscal year for which the operating grant is requested. If requested by an applicant that is not a local or regional board of education,



Agency Legislative Proposal – 2025 Session

Document Name: SDE – OSPP Extension of Magnet Enrollment Standards

the commissioner may approve a proposed operating budget that exceeds the maximum allowable threshold if the commissioner determines that there are extraordinary programmatic needs. For the fiscal years ending June 30, 2017, [to June 30, 2025, inclusive] and each fiscal year thereafter, in the case of an interdistrict magnet school that will assist the state in meeting its obligations pursuant to the decision in *Sheff v. O'Neill*, 238 Conn. 1 (1996), or any related stipulation or order in effect, as determined by the commissioner, the commissioner shall also consider whether the school is meeting the enrollment standards for interdistrict magnet school programs, developed by the commissioner pursuant to section 10-264r, as amended by this act. If such school has not met such enrollment standards, it shall not be entitled to receive a grant pursuant to this section unless the commissioner finds that it is appropriate to award a grant for an additional year or years and approves a plan to bring such school into compliance with such enrollment standards. If requested by the commissioner, the applicant shall meet with the commissioner or the commissioner's designee to discuss the budget and sources of funding.

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

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



Agency Legislative Proposal – 2025 Session

Document Name: SDE – OSPP Magnet SpEd and 504 Funding

Document Name	SDE – OSPP Magnet SpEd and 504 Funding
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Legislative Liaison	Laura Stefon Phone: (860) 713 – 6493 E-mail: laura.stefon@ct.gov
Division Requesting This Proposal	Office of Strategic Planning and Partnership
Drafter	Robin Colombo Cecere Phone: 860-713-6518 Email: robin.cecere@ct.gov

Title of Proposal	An Act Concerning Special Education and 504 Funding for Interdistrict Magnet School Students
Statutory Reference, if any	C.G.S. §10-264I(h)
Brief Summary and Statement of Purpose	This proposal defines “reasonable costs” for special education services as actual costs and identifies the receiving interdistrict magnet school as the responsible entity for costs for 504 services for students enrolled in interdistrict magnet schools who require such services.



Agency Legislative Proposal – 2025 Session
Document Name: SDE – OSPP Magnet SpEd and 504 Funding

SECTION-BY-SECTION SUMMARY

Summarize sections in groups where appropriate

This proposal amends C.G.S. §10-264/(h)(1) to clarify that reasonable costs for special education services are deemed to mean actual costs for purposes of the statute to align with the CSBE’s declaratory ruling from the Brass City Charter School petition in May 2024.

This proposal amends C.G.S. §10-264/(h)(2) to assign responsibility for costs associated with 504 services to the interdistrict magnet school for students enrolled in such school. 504 is focused toward ensuring a student has equitable access to a learning environment and often involves changes to the learning environment which makes the receiving interdistrict magnet school best situated to plan and financially support 504 accommodations.

BACKGROUND

Origin of Proposal **[X] New Proposal** **[] Resubmission**

Please consider the following, if applicable:

How does this proposal connect to the 10-year vision for the agency’s mission?	
How will we measure if the proposal	



Agency Legislative Proposal – 2025 Session

Document Name: SDE – OSPP Magnet SpEd and 504 Funding

successfully accomplishes its goals?	
Have there been changes in federal/state laws or regulations that make this legislation necessary?	
Has this proposal or a similar proposal been implemented in other states? If yes, to what result?	
Have certain constituencies called for this proposal?	



Agency Legislative Proposal – 2025 Session

Document Name: SDE – OSPP Magnet SpEd and 504 Funding

INTERAGENCY IMPACT

List each affected agency. Copy the table as needed.

[X] Check here if this proposal does NOT impact other agencies

1. Agency Name	
Agency Contact (name, title)	
Date Contacted	
Status	[] Approved [] Talks Ongoing
Open Issues, if any	

FISCAL IMPACT

Include the section number(s) responsible for the fiscal impact and the anticipated impact

[] Check here if this proposal does NOT have a fiscal impact

State	
Municipal (Include any municipal mandate that can be found within legislation)	The proposal adds financial responsibility for 504 services to the receiving interdistrict magnet schools for students enrolled in such school.
Federal	
Additional notes	



Agency Legislative Proposal – 2025 Session

Document Name: SDE – OSPP Magnet SpEd and 504 Funding

MONITORING & EVALUATION PLAN

If applicable, please describe the anticipated measurable outcomes and the data that will be used to track those outcomes. Include the section number(s) responsible for those outcomes

[X] Check here if this proposal does NOT lead to any measurable outcomes

ANYTHING ELSE WE SHOULD KNOW?



Agency Legislative Proposal – 2025 Session

Document Name: SDE – OSPP Magnet SpEd and 504 Funding

INSERT FULLY DRAFTED BILL HERE

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

(h)(1) In the case of a student identified as requiring special education, the school district in which the student resides shall: (A) Hold the planning and placement team meeting for such student and shall invite representatives from the interdistrict magnet school to participate in such meeting; and (B) pay the interdistrict magnet school an amount equal to the difference between the reasonable cost of educating such student and the sum of the amount received by the interdistrict magnet school for such student pursuant to subsection (c) of this section and amounts received from other state, federal, local or private sources calculated on a per pupil basis. Such school district shall be eligible for reimbursement pursuant to section 10-76g. For purposes of this subsection, “reasonable costs” means the actual costs incurred by the interdistrict magnet school in providing and otherwise implementing the services mandated by the student's individualized education program. If a student requiring special education attends an interdistrict magnet school on a full-time basis, such interdistrict magnet school shall be responsible for ensuring that such student receives the services mandated by the student's individualized education program whether such services are provided by the interdistrict magnet school or by the school district in which the student resides.

(2) In the case of a student with a plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time, the interdistrict magnet school [district] in which the student is enrolled [resides] shall [pay the interdistrict magnet school an amount equal to the difference between the reasonable cost of educating such student and the sum of the amount received by the interdistrict magnet school for such student pursuant to subsection (c) of this section and amounts received from other state, federal, local or private sources calculated on a per pupil basis. If a student with a plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time, attends an interdistrict magnet school on a full-time basis, such interdistrict magnet school shall be responsible for ensuring that such student receives the services mandated by the student's plan, whether such services are provided by the interdistrict magnet school or by the school district in which the student resides] be responsible for ensuring that such



Agency Legislative Proposal – 2025 Session

Document Name: SDE – OSPP Magnet SpEd and 504 Funding

student receives the services mandated by the student's plan and for the cost of providing such 504 services to such student.



Agency Legislative Proposal – 2025 Session

Document Name: SDE – OSPP Open Choice SPED and 504 Responsibilities

Document Name	SDE – OSPP Open Choice SPED and 504 Responsibilities
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Legislative Liaison	Laura Stefon Phone: (860) 713 – 6493 E-mail: laura.stefon@ct.gov
Division Requesting This Proposal	Office of Strategic Planning and Partnership
Drafter	Robin Colombo Cecere Phone: 860-713-6518 Email: robin.cecere@ct.gov

Title of Proposal	An Act Concerning Special Education and 504 Funding for Open Choice Students
Statutory Reference, if any	C.G.S. §10-266aa(i)
Brief Summary and Statement of Purpose	This proposal identifies the sending district as the responsible entity for identifying and planning special education services for out-of-district students enrolled in Open Choice who require such services and assigns responsibility for the costs for 504 services for Open Choice students who require 504 accommodations. This proposal also defines “reasonable costs” under the statute as actual costs in line with the declaratory ruling by the Connecticut State Board of Education (CSBE) from May 2024 based on the petition filed by the Brass City Charter School.



Agency Legislative Proposal – 2025 Session

Document Name: SDE – OSPP Open Choice SPED and 504 Responsibilities

SECTION-BY-SECTION SUMMARY

Summarize sections in groups where appropriate

This proposal addresses services and accommodations for students with disabilities who are enrolled in Open Choice in two ways: (1) the proposal amends C.G.S. §10-266aa(i) to assign responsibility for the planning and placement team (PPT) meeting and individualized education program (IEP) to the sending district; and (2) the proposal assigns financial responsibility for costs associated with 504 services to the receiving district. There is inconsistency among the districts on the planning responsibility for students eligible for special education services and on the funding responsibility for 504 supports and this amendment clarifies those responsibilities. Under current law, the sending district is financially responsible for the student's special education services under the IEP but the statute does not identify which district is responsible for determining the services. Assigning responsibility to the sending district for the PPT and IEP aligns with the framework under the magnet statutes, C.G.S. §10-264l(h), and affords the sending district participation in the planning for services for which the sending district is financially responsible.

The proposal also clarifies financial responsibility for 504 services and assigns such responsibility to the receiving district for students participating in Open Choice. 504 is focused toward ensuring a student has equitable access to a learning environment and often involves changes to the learning environment which makes the receiving district best situated to plan and financially support 504 accommodations.

This proposal also clarifies that reasonable costs for special education services are deemed to mean actual costs for purposes of the statute to align with the CSBE's declaratory ruling from the Brass City Charter School petition.



Agency Legislative Proposal – 2025 Session
Document Name: SDE – OSPP Open Choice SPED and 504 Responsibilities

BACKGROUND

Origin of Proposal

☒ **New Proposal**

☐ **Resubmission**

Please consider the following, if applicable:

How does this proposal connect to the 10-year vision for the agency’s mission?	
How will we measure if the proposal successfully accomplishes its goals?	
Have there been changes in federal/state laws or regulations that make this legislation necessary?	
Has this proposal or a similar proposal been	



Agency Legislative Proposal – 2025 Session

Document Name: SDE – OSPP Open Choice SPED and 504 Responsibilities

implemented in other states? If yes, to what result?	
Have certain constituencies called for this proposal?	

INTERAGENCY IMPACT

List each affected agency. Copy the table as needed.

[X] Check here if this proposal does NOT impact other agencies

1. Agency Name	
Agency Contact (name, title)	
Date Contacted	
Status	[] Approved [] Talks Ongoing
Open Issues, if any	



Agency Legislative Proposal – 2025 Session

Document Name: SDE – OSPP Open Choice SPED and 504 Responsibilities

FISCAL IMPACT

Include the section number(s) responsible for the fiscal impact and the anticipated impact

[] Check here if this proposal does NOT have a fiscal impact

State	
Municipal (Include any municipal mandate that can be found within legislation)	<p>1 - The proposal assigns responsibility for the PPT and IEP to the sending district for Open Choice students who are eligible for special education services and clarifies that reasonable costs refer to actual costs in line with the Connecticut State Board of Education's Declaratory Ruling in the Brass City Charter School petition. The sending district is financially responsible for the student's special education services under the IEP per existing statute. Leaving responsibility with the sending district for the PPT and IEP aligns with the framework under the magnet statutes, C.G.S. §10-264(h). Sending districts receive .5 of the ECS allocation for students in Open Choice per C.G.S. §10-266aa(h).</p> <p>2 - The proposal clarifies financial responsibility for 504 services and assigns such responsibility to the receiving district for students participating in Open Choice. 504 is focused toward ensuring a student has equitable access to a learning environment and often involves changes to the learning environment which makes the receiving district best situated to plan and financially support 504 accommodations. Receiving districts receive .5 of the ECS allocation for students in Open Choice per C.G.S. §10-266aa(h).</p>



Agency Legislative Proposal – 2025 Session

Document Name: SDE – OSPP Open Choice SPED and 504 Responsibilities

Federal	
Additional notes	

MONITORING & EVALUATION PLAN

If applicable, please describe the anticipated measurable outcomes and the data that will be used to track those outcomes. Include the section number(s) responsible for those outcomes

[X] Check here if this proposal does NOT lead to any measurable outcomes

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ANYTHING ELSE WE SHOULD KNOW?

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Agency Legislative Proposal – 2025 Session

Document Name: SDE – OSPP Open Choice SPED and 504 Responsibilities

INSERT FULLY DRAFTED BILL HERE

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

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

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



Agency Legislative Proposal – 2025 Session

Document Name: SDE – OSPP Capital Improvement Grant for Interdistrict Magnet Schools

Document Name	SDE – OSPP Capital Improvement Grant for Interdistrict Magnet Schools
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Legislative Liaison	Laura Stefon Phone: (860) 713 – 6493 E-mail: laura.stefon@ct.gov
Division Requesting This	Office of Strategic Planning and Partnership
Drafter	Robin Cecere/Shola Freeman Phone: 860-713- 6532 Email: shola.freeman@ct.gov

Title of Proposal	An Act Authorizing Capital Improvement Grants for Magnet Schools to Goodwin University Education Services
Statutory Reference, if any	Public Act (PA) 23-205 Section 13(f) and 32(e)
Brief Summary and Statement of Purpose	This proposal amends PA 23-205 Section 13(f) and 32(e) to specifically name Goodwin University Education Services (GUES) to the list of magnet operators which may receive capital improvement funds.



Agency Legislative Proposal – 2025 Session
Document Name: SDE – OSPP Capital Improvement Grant for Interdistrict Magnet Schools

SECTION-BY-SECTION SUMMARY

Summarize sections in groups where appropriate

This proposal amends PA 23-205 Section 13(f) and 32(e) to specifically name GUES to the list of magnet operators which may receive capital improvement funds. Currently, the legislation limits access to capital improvement grant funds to Regional Educational Service Centers (RESCs), as non-taxing authorities. GUES, like RESCs, is not a taxing authority and requires access to capital funds for capital improvements to magnet schools.

BACKGROUND

Origin of Proposal ☒ **New Proposal** ☐ **Resubmission**

Please consider the following, if applicable:

How does this proposal connect to the 10-year vision for the agency’s mission?	This will help in the state’s commitment to increase opportunities for integrated, high quality educational opportunities for Hartford-resident students and students throughout Connecticut by extending access to capital improvement grant funds to GUES as an operator of magnet schools in the Greater Hartford Region.
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Agency Legislative Proposal – 2025 Session

Document Name: SDE – OSPP Capital Improvement Grant for Interdistrict Magnet Schools

How will we measure if the proposal successfully accomplishes its goals?	October 1 PSIS magnet enrollment
Have there been changes in federal/state laws or regulations that make this legislation necessary?	Goodwin University Education Services is recognized as a local district for purposes of magnet operations and is no longer operated by a RESC. The new legislation is limited to RESCs for purposes of the capital funds since RESCs are not taxing authorities and cannot access such funds through a tax base. GUES is not a taxing authority like RESCs and requires access to the funds on the same basis as RESC-operated magnet schools.
Has this proposal or a similar proposal been implemented in other states? If yes, to what result?	No
Have certain constituencies called for this proposal?	No



Agency Legislative Proposal – 2025 Session

Document Name: SDE – OSPP Capital Improvement Grant for Interdistrict Magnet Schools

INTERAGENCY IMPACT

List each affected agency. Copy the table as needed.

[X] Check here if this proposal does NOT impact other agencies

1. Agency Name	
Agency Contact (name, title)	
Date Contacted	
Status	[] Approved [] Talks Ongoing
Open Issues, if any	

FISCAL IMPACT

Include the section number(s) responsible for the fiscal impact and the anticipated impact

[X] Check here if this proposal does NOT have a fiscal impact

State	
Municipal (Include any municipal mandate that can be found within legislation)	
Federal	
Additional notes	



Agency Legislative Proposal – 2025 Session

Document Name: SDE – OSPP Capital Improvement Grant for Interdistrict Magnet Schools

MONITORING & EVALUATION PLAN

If applicable, please describe the anticipated measurable outcomes and the data that will be used to track those outcomes. Include the section number(s) responsible for those outcomes

[X] Check here if this proposal does NOT lead to any measurable outcomes

ANYTHING ELSE WE SHOULD KNOW?



Agency Legislative Proposal – 2025 Session

Document Name: SDE – OSPP Capital Improvement Grant for Interdistrict Magnet Schools

INSERT FULLY DRAFTED BILL HERE

PA 23-205- Section 13(f) is repealed and the following is substituted I lieu thereof (*Effective upon passage*):

Sec. 13. (Effective July 1, 2023) The proceeds of the sale of the bonds described in sections 12 to 19, inclusive, of this act shall be used for the House Bill No. 6942 Public Act No. 23-205 12 of 189 purpose of providing grants-in-aid and other financing for the projects, programs and purposes hereinafter stated:

(f) For the Department of Education: (1) Grants-in-aid to local and regional boards of education to assist targeted local and regional school districts for alterations, repairs, improvements, technology and equipment in low-performing schools, not exceeding \$5,000,000; (2) Grants-in-aid to regional educational service centers [and Goodwin University Education Services](#) for capital expenses at interdistrict magnet schools, not exceeding \$8,500,000.

PA 23-205- Section 32(e) is repealed and the following is substituted I lieu thereof (Effective upon passage)

Sec. 32. (Effective July 1, 2024) The proceeds of the sale of the bonds described in sections 31 to 38, inclusive, of this act shall be used for the purpose of providing grants-in-aid and other financing for the projects, programs and purposes hereinafter stated:

(e) For the Department of Education: (1) Grants-in-aid to local and regional boards of education to assist targeted local and regional school districts for alterations, repairs, improvements, technology and equipment in low-performing schools, not exceeding \$5,000,000; (2) Grants-in-aid to regional educational service centers [and Goodwin University Education Services](#) for capital expenses at interdistrict magnet schools, not exceeding \$12,500,000.



Agency Legislative Proposal – 2025 Session

Document Name: SDE – OSPP Lottery Policy

Document Name	SDE – OSPP Lottery Policy
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Legislative Liaison	Laura Stefon Phone: (860) 713 – 6493 E-mail: laura.stefon@ct.gov
Division Requesting This Proposal	Office of Strategic Planning and Partnership
Drafter	Robin Colombo Cecere Phone: 860-713-6518 Email: robin.cecere@ct.gov

Title of Proposal	An Act Concerning Confidential School Choice Lottery Algorithms and Protocols
Statutory Reference, if any	C.G.S. §1-210
Brief Summary and Statement of Purpose	This proposal seeks to identify the Greater Hartford Region School Choice lottery algorithms and protocols as confidential and not public information in order to preserve the integrity of the placement process. As such, the proposal states that the lottery algorithm and placement protocols are not considered public records under the Connecticut Freedom of Information Act and, therefore, not subject to disclosure. This proposal protects confidential information that may be used to manipulate or circumvent the lottery protocols for advantage in lottery placements.



Agency Legislative Proposal – 2025 Session

Document Name: SDE – OSPP Lottery Policy

SECTION-BY-SECTION SUMMARY

Summarize sections in groups where appropriate

This proposal seeks to designate that the school choice lottery algorithm and protocols managed by the Regional School Choice Office (RSCO) in the Greater Hartford Region are not public records and are not subject to the provisions of the Connecticut Freedom of Information Action, C.G.S. §1-210. In accordance with the Comprehensive School Choice Plan (CCP) – the final settlement agreement between the parties to the *Sheff v. O'Neill* litigation – RSCO manages the school choice lottery pursuant to the *Sheff* settlement based on a complex algorithm using socioeconomic status and other factors to place applicants in *Sheff* voluntary interdistrict choice schools in order to meet the goals of the CCP. The algorithm and lottery protocols – based in part on self-reported information – should not be deemed public records and should be exempt from disclosure under the Connecticut FOI provisions because public access to the information would risk the integrity of the lottery algorithm. If disclosed, members of the public could manipulate inputs to their application in order to gain an advantage in the placement process and, thereby, undermine the integrity of the lottery and impact the fairness of the lottery, and interfere with the state's ability to meet its obligations pursuant to the CCP.

BACKGROUND

Origin of Proposal

[X] New Proposal

[] Resubmission

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Agency Legislative Proposal – 2025 Session

Document Name: SDE – OSPP Lottery Policy

Please consider the following, if applicable:

How does this proposal connect to the 10-year vision for the agency's mission?	
How will we measure if the proposal successfully accomplishes its goals?	
Have there been changes in federal/state laws or regulations that make this legislation necessary?	The parties to the <i>Sheff v. O'Neill</i> litigation entered a new stipulated agreement on January 26, 2022, which was approved by the General Assembly by operation of law on March 17, 2022, and approved by the Superior Court as a Court Order on March 21, 2022. The stipulated agreement requires RSCO to manage the lottery for school choice programs in the Greater Hartford Region using a complex lottery algorithm in order to meet the <i>Sheff</i> diversity goals.
Has this proposal or a similar proposal been implemented in other states? If yes, to what result?	
Have certain constituencies	



Agency Legislative Proposal – 2025 Session

Document Name: SDE – OSPP Lottery Policy

called for this proposal?	
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INTERAGENCY IMPACT

List each affected agency. Copy the table as needed.

[X] Check here if this proposal does NOT impact other agencies

1. Agency Name	
Agency Contact (name, title)	
Date Contacted	
Status	[] Approved [] Talks Ongoing
Open Issues, if any	

FISCAL IMPACT

Include the section number(s) responsible for the fiscal impact and the anticipated impact

[X] Check here if this proposal does NOT have a fiscal impact

State	
Municipal (Include any municipal mandate that can be found within legislation)	
Federal	



Agency Legislative Proposal – 2025 Session

Document Name: SDE – OSPP Lottery Policy

Additional notes	
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MONITORING & EVALUATION PLAN

If applicable, please describe the anticipated measurable outcomes and the data that will be used to track those outcomes. Include the section number(s) responsible for those outcomes

[X] Check here if this proposal does NOT lead to any measurable outcomes

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ANYTHING ELSE WE SHOULD KNOW?

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Agency Legislative Proposal – 2025 Session

Document Name: SDE – OSPP Lottery Policy

INSERT FULLY DRAFTED BILL HERE

(NEW) The lottery algorithm and placement protocols used by the Regional School Choice Office of the Department of Education to place students in schools and programs pursuant to sections 10-264l, 10-266aa, and 10-95, to assist the state in meeting its obligations pursuant to the decision in *Sheff v. O’Neill*, 238 Conn. 1 (1996), or any related stipulation or order in effect, shall be confidential and shall not be subject to disclosure under the Freedom of Information Act, as defined in section 1-200 of the general statutes.



Agency Legislative Proposal – 2025 Session

Document Name: SDE – OSPP Expand Magnet Supplemental Transportation

Document Name	SDE – OSPP Expand Magnet Supplemental Transportation
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Legislative Liaison	Laura Stefon Phone: (860) 713 – 6493 E-mail: laura.stefon@ct.gov
Division Requesting This Proposal	Office of Strategic Planning and Partnership
Drafter	Robin Colombo Cecere Phone: 860-713-6518 Email: robin.cecere@ct.gov

Title of Proposal	An Act Authorizing Expansion of Magnet Transportation Grants
Statutory Reference, if any	C.G.S. §10-264i(a)(4)
Brief Summary and Statement of Purpose	This proposal continues supplemental transportation grants for transportation to interdistrict magnet schools from an end date of June 30, 2018 to every fiscal year, and includes supplemental transportation, within available appropriations, for student participation in extracurricular and athletic programming for elementary, middle and high school students.



SECTION-BY-SECTION SUMMARY

Summarize sections in groups where appropriate

This proposal amends subsection (a)(4) to continue magnet supplemental transportation funding to every fiscal year to support statewide magnet transportation within available appropriations. The proposal also adds to subsection (a)(4) to expand supplemental transportation grants to include transportation of elementary, middle, and high school students who participate in extracurricular and athletic activities at the magnet school. Expanding transportation to include after school busing will enable magnet students to engage in the full educational experience and participate in extracurricular and athletic programming.

BACKGROUND

Origin of Proposal

☐ New Proposal

☒ Resubmission

Please consider the following, if applicable:

How does this proposal connect to the 10-year vision for the agency’s mission?	
How will we measure if the proposal successfully	



Agency Legislative Proposal – 2025 Session

Document Name: SDE – OSPP Expand Magnet Supplemental Transportation

accomplishes its goals?	
Have there been changes in federal/state laws or regulations that make this legislation necessary?	
Has this proposal or a similar proposal been implemented in other states? If yes, to what result?	
Have certain constituencies called for this proposal?	



Agency Legislative Proposal – 2025 Session

Document Name: SDE – OSPP Expand Magnet Supplemental Transportation

INTERAGENCY IMPACT

List each affected agency. Copy the table as needed.

[X] Check here if this proposal does NOT impact other agencies

1. Agency Name	
Agency Contact (name, title)	
Date Contacted	
Status	[] Approved [] Talks Ongoing
Open Issues, if any	

FISCAL IMPACT

Include the section number(s) responsible for the fiscal impact and the anticipated impact

[X] Check here if this proposal does NOT have a fiscal impact

State	Within available appropriations
Municipal (Include any municipal mandate that can be found within legislation)	
Federal	
Additional notes	



Agency Legislative Proposal – 2025 Session

Document Name: SDE – OSPP Expand Magnet Supplemental Transportation

MONITORING & EVALUATION PLAN

If applicable, please describe the anticipated measurable outcomes and the data that will be used to track those outcomes. Include the section number(s) responsible for those outcomes

[X] Check here if this proposal does NOT lead to any measurable outcomes

ANYTHING ELSE WE SHOULD KNOW?



Agency Legislative Proposal – 2025 Session

Document Name: SDE – OSPP Expand Magnet Supplemental Transportation

INSERT FULLY DRAFTED BILL HERE

Subsection (4) of section 10-264i(a) of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2025*):

(4) In addition to the grants otherwise provided pursuant to this section, the Commissioner of Education may provide supplemental transportation grants to regional educational service centers for the purposes of transportation to interdistrict magnet schools. Any such grant shall be provided within available appropriations and after the commissioner has reviewed and approved the total interdistrict magnet school transportation budget for a regional educational service center, including all revenue and expenditure estimates. For the fiscal years ending June 30, 2013, **[to June 30, 2018, inclusive]** and each fiscal year thereafter, in addition to the grants otherwise provided pursuant to this section, the Commissioner of Education may provide supplemental transportation to interdistrict magnet schools that assist the state in meeting its obligations pursuant to the decision in *Sheff v. O'Neill*, 238 Conn. 1 (1996), or any related stipulation or order in effect, as determined by the commissioner. Supplemental grants may include reasonable transportation services to elementary, middle and high school students who wish to participate in supervised extracurricular and athletic activities at the interdistrict magnet schools. Any such grant authorized pursuant to this subsection shall be provided within available appropriations and upon a comprehensive financial review, by an auditor selected by the Commissioner of Education, the costs of such review may be paid from funds that are part of the supplemental transportation grant. **[Any such grant shall be paid as follows: For the fiscal year ending June 30, 2021, up to seventy per cent of the grant on or before June thirtieth of the fiscal year, and the balance on or before September first of the following fiscal year upon completion of the comprehensive financial review, provided any unpaid balance of eligible transportation costs incurred on or before December thirty-first of the fiscal year based on documentation, including, but not limited to, vendor bills dated on or before February first of the fiscal year, and any unpaid balance of eligible transportation costs incurred on or before March thirty-first of the fiscal year based on documentation, including, but not limited to, vendor bills on or before May first of the fiscal year, and the balance of the grant on or before September first of the following fiscal year upon completion of the**



Agency Legislative Proposal – 2025 Session

Document Name: SDE – OSPP Expand Magnet Supplemental Transportation

comprehensive financial review. For the fiscal year ending June 30, 2022, up to one hundred per cent of the grant on or before June thirtieth of the fiscal year and any remaining balance on or before September first of the following fiscal year upon completion of the comprehensive financial review. If, upon completion of the comprehensive financial review, the commissioner determines that there was an overpayment of the grant in the prior fiscal year, such funds shall be refunded to the department.] For the fiscal year ending June 30, 2023, and each fiscal year thereafter, up to ninety-five per cent of any such ~~[the]~~ grant shall be paid on or before June thirtieth of the fiscal year based on documentation provided prior to May thirty-first of the fiscal year and the balance on or before ~~[September]~~ November first of the following fiscal year upon completion of the comprehensive financial review. If, upon completion of the comprehensive financial review, the commissioner determines there was an overpayment of the grant in the prior fiscal year, such funds shall be refunded to the department.



Agency Legislative Proposal – 2025 Session
Document Name: SDE – Survey on Reading Instruction

Document Name	SDE – Survey on Reading Instruction
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Legislative Liaison	Laura Stefon (860) 713-6493 laura.stefon@ct.gov
Division Requesting This Proposal	Center for Literacy Research and Reading Success
Drafter	Melissa Hickey

Title of Proposal	An Act Concerning the Removal of the Mandated Survey on Reading Instruction
Statutory Reference, if any	C.G.S. Section 10-145r. Survey on Reading Instruction
Brief Summary and Statement of Purpose	We are proposing that C.G.S. Section 10-145r. Survey on Reading Instruction is removed.

SECTION-BY-SECTION SUMMARY

Summarize sections in groups where appropriate

Here are a few key points to consider:

1. The Survey legislation was passed in 2012 prior to numerous mandates that have passed since regarding early literacy instruction, professional learning opportunities, and early literacy certification requirements.



Agency Legislative Proposal – 2025 Session

Document Name: SDE – Survey on Reading Instruction

2. 2012 mandate included that elementary teachers had to take the Elementary teachers are required to pass the Foundations of Reading Test to be certified in CT.
3. Updated in 2017: that any certified employee applying for a remedial reading, remedial language arts or reading consultant endorsement, or applicant for an initial, provisional or professional educator certificate and a remedial reading, remedial language arts or reading consultant endorsement shall (i) achieve a satisfactory score on the reading instruction examination approved by the State Board of Education on April 1, 2009, or a comparable reading instruction examination with minimum standards that are equivalent to the examination approved by the State Board of Education on April 1, 2009, and (ii) have completed a program of study in the diagnosis and remediation of reading and language arts that includes supervised practicum hours and instruction in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, as defined in section 10-3d.
4. Based on Reading Test certification requirement, only 17.6% of elementary teachers are now eligible to take the Reading Survey as they graduated prior to the requirement that they pass the Reading Test for certification.
5. As of 2/13/24 there are 4774 K-3 teachers in CT. Of this number, 3932 are excluded as they passed the Reading Test required for certification. Only 842 teachers (approximately 17.6% of teachers) would be required to take the Reading Survey as they did not graduate at a time that the Reading Test was mandated for certification.
6. Professional Training and Qualifications: In 2021, the survey legislation changed so that the intent was for teachers to present their reading survey result information to the individual responsible for providing professional learning to use the survey results to support teachers in receiving individualized professional learning to address gaps.



Agency Legislative Proposal – 2025 Session
Document Name: SDE – Survey on Reading Instruction

However, districts are not accountable to provide teachers with professional learning.

7. Resource Allocation: Administering and preparing for the Reading Survey diverts valuable time and resources away from teaching and professional growth. Districts devote hours and days to administering the survey (to teachers who graduated and sought certification prior to 2012) when they could use this time for the provision of high-quality professional learning for all of their teachers. The funds at the SDE could be better spent on initiatives that directly support high-quality professional learning provided at no-cost to teachers and administrators.

BACKGROUND

Origin of Proposal **[X] New Proposal** **[] Resubmission**

Please consider the following, if applicable:

Have there been changes in federal/state laws or regulations that make this legislation necessary?	
Has this proposal or a	



Agency Legislative Proposal – 2025 Session
Document Name: SDE – Survey on Reading Instruction

similar proposal been implemented in other states? If yes, to what result?	
Have certain constituencies called for this proposal?	There have been discussions with unions, etc.

INTERAGENCY IMPACT

List each affected agency. Copy the table as needed.

[X] Check here if this proposal does NOT impact other agencies

1. Agency Name	
Agency Contact (name, title)	
Date Contacted	
Status	[] Approved [] Talks Ongoing
Open Issues, if any	



Agency Legislative Proposal – 2025 Session
Document Name: SDE – Survey on Reading Instruction

FISCAL IMPACT

Include the section number(s) responsible for the fiscal impact and the anticipated impact

[] Check here if this proposal does NOT have a fiscal impact

State	Administering and preparing for the Reading Survey diverts valuable time and resources away from teaching and professional growth. Districts devote hours and days to the survey administration when they could use this time for the provision of high-quality professional learning. The funds at the SDE could be better spent on initiatives that directly support high-quality professional learning provided at no-cost to teachers and administrators.
Municipal (Include any municipal mandate that can be found within legislation)	Administering and preparing for the Reading Survey diverts valuable time and resources away from teaching and professional growth. Districts devote hours and days to the survey administration when they could use this time for the provision of high-quality professional learning. The funds at the SDE could be better spent on initiatives that directly support high-quality professional learning provided at no-cost to teachers and administrators.
Federal	
Additional notes	



Agency Legislative Proposal – 2025 Session
Document Name: SDE – Survey on Reading Instruction

MONITORING & EVALUATION PLAN

If applicable, please describe the anticipated measurable outcomes and the data that will be used to track those outcomes. Include the section number(s) responsible for those outcomes

[] Check here if this proposal does NOT lead to any measurable outcomes

ANYTHING ELSE WE SHOULD KNOW?

In March 2024, NCTQ published a report entitled *Strengthen Implementation of the Science of Reading (March 2024)* focusing on five policy actions state leaders can take to strengthen elementary teachers' ability to teach evidence-based reading.

Policy Action 5 states that the provision of professional learning for teachers and ongoing support to sustain the implementation of the science of reading are essential.



Agency Legislative Proposal – 2025 Session
Document Name: SDE – Survey on Reading Instruction

INSERT FULLY DRAFTED BILL HERE

Current Legislation:

Sec. 10-145r of the General Statutes is repealed and the following is substituted in lieu there of (*Effective July 1, 2025*):

[(a) Survey on reading instruction. For the school year commencing July 1, 2014, and biennially thereafter through June 30, 2025, the local or regional board of education that employs a certified individual who holds an initial, provisional or professional educator certificate with an early childhood nursery through grade three or an elementary endorsement in a position requiring such an endorsement in kindergarten to grade three, inclusive, shall require each such certified individual to take a survey on reading instruction, developed by the Department of Education that is based on the reading instruction examination approved by the State Board of Education on April 1, 2009, or a comparable reading instruction examination with minimum standards that are equivalent to the examination approved by the State Board of Education on April 1, 2009. The department shall design such survey in a manner that identifies the strengths and weaknesses of such certified individuals in reading instruction practices and knowledge on an individual, school and district level. Such survey shall be administered at no financial cost to such certified individual. The results of such survey shall be confidential and shall not be included as part of any summative ratings for performance evaluations, conducted pursuant to section 10-151b, and not be subject to disclosure under the Freedom of Information Act, as defined in section 1-200, except such results shall be (1) distributed to such certified individual and the supervisor of such certified individual who is responsible for designing and facilitating the program of professional development conducted pursuant to section 10-148b for such certified individual, and (2)



Agency Legislative Proposal – 2025 Session
Document Name: SDE – Survey on Reading Instruction

used for the purpose of improving reading instruction by developing student learning objectives and teacher practice goals that will be included in the professional development conducted pursuant to section 10-148b for such certified individuals.】

(b) The provisions of subsection (a), other than the provisions pertaining to the confidentiality of the survey information and the exemption of such records from disclosure under the Freedom of Information Act, shall not be applicable for school years commencing on or after July 1, 2025.



Agency Legislative Proposal – 2025 Session

Document Name: SDE – TEAM Legislative Proposal Certification

Document Name	SDE – TEAM Legislative Proposal Certification
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Legislative Liaison	Laura Stefon (860) 713-6493 laura.stefon@ct.gov
Division Requesting This Proposal	Talent Office
Drafter	Ashley Wright

Title of Proposal	An Act Concerning Teacher Education and Mentoring (TEAM) Program and Certification Revisions
Statutory Reference, if any	Section 10-145o -Teacher education and mentoring program.
Brief Summary and Statement of Purpose	<p>Currently, beginning teachers who successfully complete the Teacher Education and Mentoring (TEAM) program requirements are eligible to advance their initial educator certificate to a provisional educator certificate. However, effective July 1, 2025, the CSDE will no longer issue provisional educator certificates. Therefore, due to the amendments made in PA 24-41, passed May 2024, regarding the discontinuation of the provisional certificate, the language in Conn. Gen. Stat. § 10-145o needs to be amended to be consistent with these changes. Updated language from PA 24-41 regarding provisional and professional educator certificates is below:</p> <p>(2) The commissioner may not issue or reissue any provisional educator certificates on or after July 1, 2025. Any</p>



Agency Legislative Proposal – 2025 Session

Document Name: SDE – TEAM Legislative Proposal Certification

person who holds a provisional educator certificate and is not eligible to advance to the professional educator certificate shall be eligible to be issued an initial educator certificate.

(3) On and after July 1, 2025, to qualify for a professional educator certificate, a person who holds an initial educator certificate or a provisional educator certificate shall (A) have completed at least fifty school months of successful teaching for one or more boards of education or approved nonpublic schools in this state while holding such initial educator certificate or provisional educator certificate, (B) have satisfactorily completed the teacher education and mentoring program, in accordance with the provisions of section 10-145o, and (C) either (i) hold a master's degree or higher in an appropriate subject matter area, or (ii) complete an alternate pathway to professional licensure jointly approved by the State Board of Education and the Educator Preparation and Certification Board. On and after July 1, 2025, the state board, upon receipt of a proper application, shall issue a professional educator certificate to any person who satisfies the qualifications described in this subdivision, except the state board may waive the requirement described in subparagraph (C) of this subdivision upon a showing of good cause.

Therefore, this proposal recommends amending Conn. Gen. Stat. § 10-145o to reflect the changes of the certification revisions, effective July 1, 2025.



Agency Legislative Proposal – 2025 Session

Document Name: SDE – TEAM Legislative Proposal Certification

SECTION-BY-SECTION SUMMARY

Summarize sections in groups where appropriate

Remove provisional and add professional; add “completed at least fifty school months of successful teaching” to be consistent with language in PA 24-41

(b)(1) The Department of Education shall (A) develop a statement for the teacher education and mentoring program that includes the state's goals for state-wide teacher induction, mentoring, professional development and evaluation, using state-wide data and national research findings; (B) distribute state funding to local and regional school districts to assist with implementation of district teacher education and mentoring plans; (C) manage and make accessible to local and regional school districts the data systems needed to document that teachers and mentors have satisfactorily completed the instructional modules; (D) monitor district implementation of the teacher education and mentoring program to ensure fidelity to the program's plan and goals, including random district audits and observations by state personnel; (E) issue [provisional] professional educator certificates to teachers that have satisfactorily completed the induction program, completed at least fifty school months of successful teaching, and hold a masters degree; (F) develop guidelines for the creation and approval of district teacher education and mentoring plans, based on input and recommendations from stakeholder groups; and (G) oversee an outside evaluation of the teacher education and mentoring program every three to five years;

Remove provisional and add professional to be consistent with language in PA 24-41

(b)(3)(H) verify, through the local or regional coordinating committee, that the work of beginning teachers and instructional modules has been successfully completed to warrant [provisional] professional certification;



Agency Legislative Proposal – 2025 Session

Document Name: SDE – TEAM Legislative Proposal Certification

(l) when a beginning teacher has satisfactorily completed all modules, attest to that fact and that the teacher is eligible for [provisional] professional certification;

Remove provisional and add professional; add “so long as the beginning teacher also has successfully completed fifty months of teaching and holds a masters degree.” to be consistent with language in PA 24-41

(e)(3) Upon successful completion of the instructional modules and final review by the coordinating committee, the superintendent of the school district shall submit the names of the beginning teachers eligible for receipt of a [provisional] professional educator certificate to the State Board of Education, so long as the beginning teacher also has successfully completed fifty months of teaching and holds a masters degree.

Conn. Gen. Stat. § 10-145o

BACKGROUND

Origin of Proposal

☒ New Proposal

☐ Resubmission

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Agency Legislative Proposal – 2025 Session

Document Name: SDE – TEAM Legislative Proposal Certification

Please consider the following, if applicable:

Have there been changes in federal/state laws or regulations that make this legislation necessary?	No
Has this proposal or a similar proposal been implemented in other states? If yes, to what result?	
Have certain constituencies called for this proposal?	No

INTERAGENCY IMPACT

List each affected agency. Copy the table as needed.

[X] Check here if this proposal does NOT impact other agencies

1. Agency Name	
Agency Contact (name, title)	
Date Contacted	
Status	[] Approved [] Talks Ongoing
Open Issues, if any	



Agency Legislative Proposal – 2025 Session
Document Name: SDE – TEAM Legislative Proposal Certification

FISCAL IMPACT

Include the section number(s) responsible for the fiscal impact and the anticipated impact

[X] Check here if this proposal does NOT have a fiscal impact

State	
Municipal (Include any municipal mandate that can be found within legislation)	
Federal	
Additional notes	

MONITORING & EVALUATION PLAN

If applicable, please describe the anticipated measurable outcomes and the data that will be used to track those outcomes. Include the section number(s) responsible for those outcomes

[X] Check here if this proposal does NOT lead to any measurable outcomes

ANYTHING ELSE WE SHOULD KNOW?



Agency Legislative Proposal – 2025 Session

Document Name: SDE – TEAM Legislative Proposal Certification

INSERT FULLY DRAFTED BILL HERE

Sec. 10-145o of the General Statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2025*): **Teacher education and mentoring program. Administration. Three-year plan. Instructional modules. Data system. Guidelines.**

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

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

(1) The Department of Education shall (A) develop a statement for the teacher education and mentoring program that includes the state's goals for state-wide teacher induction, mentoring, professional development and evaluation, using state-wide data and national research findings; (B) distribute state funding to local and regional school districts to assist with implementation of district teacher education and mentoring plans; (C) manage and make accessible to local and regional school districts the data systems needed to document that teachers and mentors have satisfactorily completed the instructional modules; (D) monitor district implementation of the teacher education and mentoring program to ensure fidelity to the program's plan and goals, including random district audits and observations by state personnel; (E) issue **[provisional]** professional educator certificates to teachers that have satisfactorily completed the induction program, completed at least fifty school months of successful teaching, and hold a masters degree; (F) develop guidelines for the creation and approval of district teacher education and mentoring plans, based on input and recommendations from stakeholder groups; and



Agency Legislative Proposal – 2025 Session

Document Name: SDE – TEAM Legislative Proposal Certification

(G) oversee an outside evaluation of the teacher education and mentoring program every three to five years;

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

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

(4) Local and regional boards of education shall (A) develop a three-year teacher education and mentoring plan in accordance with subsection (c) of this section; (B) form a local or regional coordinating committee or committees, with representatives of the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b, based on district size, to guide the activities outlined in the three-year teacher education and mentoring plan; (C) develop an annual budget to support the activities detailed in the three-year teacher education and mentoring plan and submit such budget annually to the Department of Education to receive state assistance for such activities; (D) recruit and pair mentors from within and outside of the district to work with beginning teachers; (E) ensure substitute teacher coverage for mentors and beginning teachers to participate in the activities and modules required in the three-year teacher education and mentoring plan; (F) communicate regularly with beginning teachers about training opportunities, state-wide workshops and support group work; (G) coordinate the teacher education and mentoring program and teacher evaluation and supervision program, provided they are kept separate; (H) verify, through the local or regional coordinating committee, that the work of beginning teachers and instructional modules has been successfully completed to warrant **[provisional]** professional certification; (I) when a



Agency Legislative Proposal – 2025 Session

Document Name: SDE – TEAM Legislative Proposal Certification

beginning teacher has satisfactorily completed all modules, attest to that fact and that the teacher is eligible for **[provisional]** professional certification; and (J) ensure that schools under the board's jurisdiction (i) administer the state's on-line needs assessment to establish the goals and priorities of each beginning teacher as such teacher develops an individualized mentoring plan, (ii) review and approve beginning teachers' individualized, two-year mentoring plan, (iii) organize mentoring opportunities by grade, department or specialty area, (iv) take steps to make time available, as needed, to help teachers achieve the goals of their mentoring plans, (v) coordinate the activities and schedules of mentors and beginning teachers to ensure faithful implementation of the district plan, and (vi) submit annual report on mentor-teacher activities to the district coordinating committee for review and approval.

(c) Local and regional school districts shall develop a three-year teacher education and mentoring plan that incorporates the Department of Education's goals and instructional priorities, as well as any local considerations based on community and student needs. Such plan shall include:

(1) Background information about the district that includes a community profile, district profile, student profile, faculty profile, mentor profile and beginning teacher profile;

(2) a statement of three-year objectives related to the state's goal statement for the teacher education and mentoring program;

(3) a general timeline for district coordinating teams to meet with central office personnel, principals, mentors or district facilitators;

(4) a description of the process used to select mentors and assign them to beginning teachers, based on subject areas, levels and need;

(5) a description of the process used to train and update mentors in best practices and essential knowledge;

(6) a timeline of district-wide mentoring days for observations, individual discussion, small group meetings, professional development days, regional educational service center training sessions and beginning teachers' completion of tasks associated with each module;



Agency Legislative Proposal – 2025 Session

Document Name: SDE – TEAM Legislative Proposal Certification

(7) a description of the process used to collect, review and coordinate teachers' mentoring plans;

(8) a description of the process to resolve internal disputes over the district's recommendations to the state concerning which individuals have satisfactorily completed the instructional modules; and

(9) a description of the resources and budget needed to carry out the activities described in the plan.

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

(e)(1) Beginning teachers shall satisfactorily complete instructional modules in the following areas:

(A) Classroom management and climate, which shall include training regarding the prevention, identification and response to bullying, as defined in section 10-222aa, and the prevention of and response to youth suicide;

(B) lesson planning and unit design;

(C) delivering instruction;

(D) assessing student learning; and

(E) professional practice. Beginning teachers shall complete two modules in their first year in the program and three modules in their second year in the program, except as otherwise provided by the Commissioner of Education, or as provided for in subsection (h) of this section.

(2) Beginning teachers shall work with their mentors in developing a planned set of activities, based on the topics offered within each instructional module, to complete each such instructional module, and such activities shall be reflected in the beginning teacher needs assessment. Such activities may be presented in person by mentors, offered in workshops, through on-line courses or through the completion of a set of readings. For each instructional module, beginning teachers shall (A) apply the knowledge gained through such activities in a lesson, project or demonstration of how the activity impacted



Agency Legislative Proposal – 2025 Session

Document Name: SDE – TEAM Legislative Proposal Certification

student learning, and (B) submit a reflection paper or project, to be signed by the mentor, that summarizes, describes or analyzes what has been learned by the beginning teacher and their students throughout the module and how the learning contributed to the development of such beginning teacher. Such reflection paper or project shall be forwarded to the district's coordinating committee for approval.

(3) Upon successful completion of the instructional modules and final review by the coordinating committee, the superintendent of the school district shall submit the names of the beginning teachers eligible for receipt of a **[provisional]** professional educator certificate to the State Board of Education, as long as the beginning teacher also has successfully completed fifty months of teaching and holds a masters degree.

(f) Local and regional boards of education, in cooperation with the Department of Education, institutions of higher education and regional educational service centers, shall recruit mentors for their teacher education and mentoring program. Those persons eligible to serve as mentors for such programs shall hold a **[provisional educator certificate or a]** professional educator certificate, or a distinguished educator designation pursuant to section 10-145s, and have at least three years teaching experience in Connecticut, including at least one year of experience in the district in which they are presently employed. Retired certified teachers may also serve as mentors, provided they successfully complete a mentor training program offered by a regional educational service center. Each mentor shall be assigned two beginning teachers, except that in certain circumstances, a mentor may be assigned three beginning teachers. Such assignment shall be reflected in each district's three-year plan. Each mentor shall provide fifty contact hours to each beginning teacher during the program, with the expectation of approximately ten contact hours per module. Mentors shall receive an minimum of a five-hundred-dollar annual stipend for each beginning teacher assigned to such mentor from the local or regional board of education for participation in the teacher education and mentoring program. Such stipend shall be included in a person's total earnings for purposes of retirement.

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

(1) Beginning teachers in the following subject areas and endorsement areas shall be



Agency Legislative Proposal – 2025 Session

Document Name: SDE – TEAM Legislative Proposal Certification

required to successfully complete the teacher education and mentoring program in full: Elementary education, English and language arts, mathematics, science, social studies, special education, bilingual education, music, physical education, visual arts, world languages and teachers of English as a second language.

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

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

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

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



Agency Legislative Proposal – 2025 Session
Document Name: SDE – Charter School RFP Process

Document Name	SDE – Charter School RFP Process
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Legislative Liaison	Laura Stefon (860) 713-6493 Laura.Stefon@ct.gov
Division Requesting This Proposal	Connecticut State Department of Education – Charter Schools Office
Drafter	Irene E. Parisi

Title of Proposal	An Act Concerning the Alignment of the Charter School RFP Process with the Governor’s Biennial Budget
Statutory Reference, if any	C.G.S. Section 10-66bb(3)(b) and (c)
Brief Summary and Statement of Purpose	To align the charter school approval process with the Governor’s Biennial Budget process and streamline the work of the CSDE.

SECTION-BY-SECTION SUMMARY

Summarize sections in groups where appropriate

Summarize the Section
Section 10-66bb(3)(b) pertains to the initial certificate of approval for a charter. Section 10-66bb(3)(c) pertains to the review of applications and granting of initial certificates of approval for charters.



Agency Legislative Proposal – 2025 Session
Document Name: SDE – Charter School RFP Process

BACKGROUND

Origin of Proposal **[] New Proposal** **[X] Resubmission**

Please consider the following, if applicable:

How does this proposal connect to the 10-year vision for the agency’s mission?	<p>This proposal helps to align the New State Charter RFP process timeline with the Governor’s budget timeline and streamlines the initial certificate of approval for a charter process.</p> <p>This proposal also is an opportunity to eliminate an overly burdensome RFP requirement that may not meet the originally intended outcome of finding high quality charter schools of choice for Connecticut</p>
How will we measure if the proposal successfully accomplishes its goals?	<p>The proposal will provide a predictable timeline to apply for an initial certificate of approval for a charter. This will allow the State Board of Education and CSDE to plan for and complete the review and approval of any initial certificates of approval for a charter. The timing of which will coincide with the biennial budget process beginning with FY 2028 – FY 2029 biennium and every other biennial budget thereafter. This will improve the Legislatures ability to anticipate and budget for any changes in the charter school program going forward.</p> <p>The department has analyzed the measures related to staff efficiencies. Staff across the entire agency (Charters, Academics, Legal, Performance and Fiscal) dedicated a minimum 25 hours to the review the new state charter</p>



Agency Legislative Proposal – 2025 Session
Document Name: SDE – Charter School RFP Process

	<p>school proposals over the course of five weeks. In addition, this process requires the coordination of public hearings for each accepted proposal. This is estimated at 25 hours for coordination and moderating the local public hearings.</p> <p>Combined, requires 50 hours of staff time to complete the overly burdensome statutory requirement of releasing, reviewing, and facilitating the New State Charter School RFP process.</p> <p>By aligning the RFP process with the Governor’s Biennial budget, additional time will be released to the State Board of Education and Education Commissioner. Neither will have to annual preside over the presentations, review, debate, and approval annually, providing time for each to engage in other state board of education matters.</p>
Have there been changes in federal/state laws or regulations that make this legislation necessary?	<p>The legislature has failed to appropriate funds for more than one charter school that has received initial certification by SBE and there were multiple legislative proposals made to the way charters are funded in the last legislative session.</p> <p>While there haven’t been changes in state or federal law. This is showing community will for a change in the Legislated Process – we believe by not doing an annual RFP, this will better align with the Governor’s budgetary cycle.</p>
Has this proposal or a similar proposal been implemented in other states? If yes, to what result?	N/A



Agency Legislative Proposal – 2025 Session
Document Name: SDE – Charter School RFP Process

Have certain constituencies called for this proposal?	
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INTERAGENCY IMPACT

List each affected agency. Copy the table as needed.

[X] Check here if this proposal does NOT impact other agencies

1. Agency Name	
Agency Contact (name, title)	
Date Contacted	
Status	[] Approved [] Talks Ongoing
Open Issues, if any	

FISCAL IMPACT

Include the section number(s) responsible for the fiscal impact and the anticipated impact

[] Check here if this proposal does NOT have a fiscal impact

State	This may affect the Governor's Biennial Budget were we to approve schools yearly rather than biennially
Municipal (Include any municipal mandate that can be	N/A



Agency Legislative Proposal – 2025 Session
Document Name: SDE – Charter School RFP Process

found within legislation)	
Federal	N/A
Additional notes	Alignment with Governor’s Biennial Budget

MONITORING & EVALUATION PLAN

If applicable, please describe the anticipated measurable outcomes and the data that will be used to track those outcomes. Include the section number(s) responsible for those outcomes

[] Check here if this proposal does NOT lead to any measurable outcomes

ANYTHING ELSE WE SHOULD KNOW?



Agency Legislative Proposal – 2025 Session
Document Name: SDE – Charter School RFP Process

INSERT FULLY DRAFTED BILL HERE

Sec. 10-66bb. (3) of the General Statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2025*):

A charter or initial certificate of approval for a charter granted under this section shall not be considered a license, as defined in section 4-166, for the purposes of chapter 54.

(b) Any not-for-profit organization that is exempt from taxation under Section 501(c)(3) of the Internal Revenue Code of 1986, or any subsequent corresponding internal revenue code of the United States, as amended from time to time, public or independent institution of higher education, local or regional board of education or two or more boards of education cooperatively, or regional educational service center may apply to the Commissioner of Education, at such time and in such manner as the commissioner prescribes to obtain an initial certificate of approval for a charter, provided no nonpublic elementary or secondary school may be established as a charter school and no parent or group of parents providing home instruction may establish a charter school for such instruction. On and after July 1, 2025, the commissioner shall ensure that the timing of acceptance of such applications shall coincide with the preparation of the biennial budget for fiscal years 2028 and 2029 and each biennial budget thereafter, to obtain an initial certificate of approval for a charter, provided no nonpublic elementary or secondary school may be established as a charter school and no parent or group of parents providing home instruction may establish a charter school for such instruction.

Subsection (c) of section 10-66bb of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2023*):

(c) On and after July 1, ~~[2015]~~ 2025, the State Board of Education shall review, ~~[annually]~~, all applications and grant initial certificates of approval for charters, in accordance with subsections (e) and (f) of this section, for a local or state charter school located in a town that has one or more schools that have been designated as a commissioner's network school, pursuant to section 10-223h, at the time of such application, or a town that has been designated as a low achieving school district,



Agency Legislative Proposal – 2025 Session
Document Name: SDE – Charter School RFP Process

pursuant to section 10-223e, at the time of such application. (1) Except as provided for in subdivision (2) of this subsection, no state charter school shall enroll (A) (i) more than two hundred fifty students, or (ii) in the case of a kindergarten to grade eight, inclusive, school, more than three hundred students, or (B) twenty-five per cent of the enrollment of the school district in which the state charter school is to be located, whichever is less. (2) In the case of a state charter school found by the State Board of Education to have a demonstrated record of achievement, said board shall, upon application by such school to said board, waive the provisions of subdivision (1) of this subsection for such school. (3) The State Board of Education shall give preference to applicants for charter schools (A) whose primary purpose is the establishment of education programs designed to serve one or more of the following student populations: (i) Students with a history of low academic performance, (ii) students who receive free or reduced priced lunches pursuant to federal law and regulations, (iii) students with a history of behavioral and social difficulties, (iv) students identified as requiring special education, (v) students who are [English language] multilingual learners, or (vi) students of a single gender; (B) whose primary purpose is to improve the academic performance of an existing school that has consistently demonstrated substandard academic performance, as determined by the Commissioner of Education; (C) that will serve students who reside in a priority school district pursuant to section 10-266p; (D) that will serve students who reside in a district in which seventy-five per cent or more of the enrolled students are members of racial or ethnic minorities; (E) that demonstrate highly credible and specific strategies to attract, enroll and retain students from among the populations described in subparagraph (A)(i) to (A)(vi), inclusive, of this subdivision; or (F) that, in the case of an applicant for a state charter school, such state charter school will be located at a work-site or such applicant is an institution of higher education. In determining whether to grant an initial certificate of approval for a charter, the State Board of Education shall consider (i) the effect of the proposed charter school on (I) the reduction of racial, ethnic and economic isolation in the region in which it is to be located, (II) the regional distribution of charter schools in the state, (III) the potential of over-concentration of charter schools within a school district or in contiguous school districts, and (IV) the state's efforts to close achievement gaps, as defined in section 10-1600, and (ii) the comments made at a public hearing conducted pursuant to subdivision (2) of subsection (e) of this section or subparagraph (B)(ii) of subdivision (1) of subsection (f) of this section.



Title of Proposal	An Act Concerning Resources Related to Individualized Education Plans and 504 Plans
Statutory Reference, if any	Sec. 10-74v, Sec. 10-76d
Brief Summary and Statement of Purpose	The law as written presents complications and challenges to ensure that the “informational handout” is accessible to all students across the continuum of development and with varying levels of disability.

Summarize sections in groups where appropriate



BACKGROUND

Origin of Proposal **[X] New Proposal** **[] Resubmission**

Please consider the following, if applicable:

Have there been changes in federal/state laws or regulations that make this legislation necessary?	No
Has this proposal or a similar proposal been implemented in other states? If yes, to what result?	No
Have certain constituencies called for this proposal?	Yes. Parents and Administrators



Agency Legislative Proposal – 2025 Session

Document Name: SDE – Handouts

INTERAGENCY IMPACT

List each affected agency. Copy the table as needed.

[X] Check here if this proposal does NOT impact other agencies

1. Agency Name	
Agency Contact (name, title)	
Date Contacted	
Status	<input type="checkbox"/> Approved <input type="checkbox"/> Talks Ongoing
Open Issues, if any	

FISCAL IMPACT

Include the section number(s) responsible for the fiscal impact and the anticipated impact

[X] Check here if this proposal does NOT have a fiscal impact

State	
Municipal (Include any municipal mandate that can be found within legislation)	
Federal	
Additional notes	



Agency Legislative Proposal – 2025 Session

Document Name: SDE – Handouts

MONITORING & EVALUATION PLAN

If applicable, please describe the anticipated measurable outcomes and the data that will be used to track those outcomes. Include the section number(s) responsible for those outcomes

[X] Check here if this proposal does NOT lead to any measurable outcomes

ANYTHING ELSE WE SHOULD KNOW?



Agency Legislative Proposal – 2025 Session

Document Name: SDE – Handouts

Sec. 10-74v of the General Statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2025*):

Sec. 10-74v. Not later than ~~[January 1, 2024]~~ July 1, 2025, the Department of Education shall develop a ~~[n informational handout]~~ Student Bill of Rights for students that explains what it means for a student to have an individualized education program or a plan pursuant to Section 504 of the Rehabilitation Act of 1973, including what rights such student is entitled to in the classroom under such program or plan. Such handout shall (1) be age-appropriate, (2) be prepared separately for students in grades (A) kindergarten to four, inclusive, (B) five to eight, inclusive, and (C) nine to twelve, inclusive, (3) be translated into multiple languages, including English, Spanish, Portuguese, French and Polish, and (4) include a glossary of the most common tools used in the implementation of such program or plan. The department shall make such ~~[handout]~~ resources available to local and regional boards of education and post such ~~[handout]~~ resources available on the department's Internet web site.

Sec. 10-76d (E): of the General Statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2025*):

Sec. 10-76d (E) Each local and regional board of education shall have in effect at the beginning of each school year an educational program for each child or pupil who has been identified as eligible for special education, and shall provide (i) the ~~[informational handout]~~ Student Bill of Rights described in section 10-74v to each child with an individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973, 1 and (ii) the Parent's Guide to Special Education in Connecticut developed by the Department of Education and the rights and resources available to such child in the provision of special education and related services.



Agency Legislative Proposal – 2025 Session

Document Name: SDE – APSEP Tuition Schedule

Document Name	SDE – APSEP Tuition Schedule
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Legislative Liaison	Liaison: Laura J. Stefon Phone: (860) 713 – 6493 E-mail: laura.stefon@ct.gov
Division Requesting This Proposal	Bureau of Special Education
Drafter	Bryan Klimkiewicz

Title of Proposal	An Act Concerning an Approved Private Special Education Programs (APSEPS) Tuition Cost Schedule
Statutory Reference, if any	CGS 10-91j
Brief Summary and Statement of Purpose	<p>The CSDE is proposing a tuition schedule for approved private special education program (APSEP) base tuition and cost for services for students with disabilities to assist the contracted Local Education Agencies (LEAs) to appropriately prepare for the current and subsequent year tuition costs.</p> <p>Requiring APSEPs to communicate any base tuition rate and services costs year over year, prior to an LEA's budget cycle, will allow the LEA to plan for said tuition expenses for their students.</p>



Agency Legislative Proposal – 2025 Session
Document Name: SDE – APSEP Tuition Schedule

SECTION-BY-SECTION SUMMARY

Summarize sections in groups where appropriate

- CGS Sec. 10-91j.
- New subsection (a).
 - Current subsection (a) and (b) will become (b) and (c), respectively.

BACKGROUND

Origin of Proposal

☒ New Proposal

☐ Resubmission

Please consider the following, if applicable:

How does this proposal connect to the 10-year vision for the agency’s mission?	
How will we measure if the proposal successfully accomplishes its goals?	LEAs will have APSEP’s base tuition and cost for services for the subsequent year prior to the LEAs budget cycle.
Have there been changes in	No.



Agency Legislative Proposal – 2025 Session

Document Name: SDE – APSEP Tuition Schedule

federal/state laws or regulations that make this legislation necessary?	
Has this proposal or a similar proposal been implemented in other states? If yes, to what result?	Yes, Massachusetts and New York. Advanced notice of tuition costs leads to more accurate local budget processes.
Have certain constituencies called for this proposal?	Yes, Superintendents of Schools and ConnCASE.

INTERAGENCY IMPACT

List each affected agency. Copy the table as needed.

[X] Check here if this proposal does NOT impact other agencies

1. Agency Name	
Agency Contact (name, title)	
Date Contacted	
Status	[] Approved [] Talks Ongoing
Open Issues, if any	



Agency Legislative Proposal – 2025 Session

Document Name: SDE – APSEP Tuition Schedule

FISCAL IMPACT

Include the section number(s) responsible for the fiscal impact and the anticipated impact

[X] Check here if this proposal does NOT have a fiscal impact

State	No cost to the State Department of Education, or other State Agencies.
Municipal (Include any municipal mandate that can be found within legislation)	
Federal	
Additional notes	

MONITORING & EVALUATION PLAN

If applicable, please describe the anticipated measurable outcomes and the data that will be used to track those outcomes. Include the section number(s) responsible for those outcomes.

[] Check here if this proposal does NOT lead to any measurable outcomes

The Bureau of Special Education (BSE) will monitor this data through a compliance oversight of APSEP adherence to required timelines. For example, if an APSEP tries to raise the base tuition and cost for services after the specified date, the LEA can say no and report this to the BSE APSEP contact.

ANYTHING ELSE WE SHOULD KNOW?

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Agency Legislative Proposal – 2025 Session

Document Name: SDE – APSEP Tuition Schedule

INSERT FULLY DRAFTED BILL HERE

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

Agreements and contracts between boards of education and private providers of special education services.

(a) Effective July 1, 2025, any approved private providers of special education services shall communicate a base tuition and cost for services for the subsequent school year to the contracted local or regional board of education no later than December 31st of the current school year.

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

[(b)] (c) On and after July 1, 2019, a local or regional board of education shall not be eligible for reimbursement pursuant to subsection (b) of section 10-76g for any costs of special education paid by such board of education to a private provider of special education services unless such board of education has entered into a written contract with such private provider of special education services for the provision of such special education services. The individualized education program of a child shall not be considered a contract between a local or regional board of education and a private



Agency Legislative Proposal – 2025 Session

Document Name: SDE – APSEP Tuition Schedule

provider of special education services for purposes of this section. Nothing in this subsection shall be construed to limit or interrupt the provision of special education and related services to a child by a local or regional board of education or private provider of special education services.



Agency Legislative Proposal – 2025 Session

Document Name: SDE – Charter School Special Education Funding

Document Name	SDE – Charter School Special Education Funding
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Legislative Liaison	Laura Stefon Phone: (860) 713 – 6493 E-mail: laura.stefon@ct.gov
Division Requesting This Proposal	Division of Legal and Governmental Affairs
Drafter	Michael P. McKeon

Title of Proposal	An Act Concerning Special Education Funding for Charter School Students
Statutory Reference, if any	Conn. Gen. Stat. §10-66ee(d)(7)
Brief Summary and Statement of Purpose	<p>This proposal clarifies that the “reasonable costs” of providing special education services to students who attend charter schools are the actual costs of providing and otherwise implementing the mandated services mandated set forth in the student’s individualized education program.</p> <p>Certain school districts are refusing to pay the actual cost of the special education services that they themselves have determined their students need and which they would pay in full were their students attending the district’s own schools as opposed to having chosen to attend a charter school. This attempt to evade full financial responsibility for these students is at odds with federal case law – including but not limited to <u>M.A. v. Torrington Board of Education</u> --</p>



Agency Legislative Proposal – 2025 Session
Document Name: SDE – Charter School Special Education Funding

	interpreting district obligations under the federal Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. §§1400, <i>et seq.</i>
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SECTION-BY-SECTION SUMMARY
Summarize sections in groups where appropriate

This proposal amends Conn. Gen. Stat. §10-66ee(d)(7) to clarify that for purposes of this section, reasonable costs for special education services provided to charter school students are deemed to mean the actual costs of providing the special education and related services mandated by the student’s individualized education program in accordance with the Connecticut State Board of Education’s May 2024 Declaratory Ruling in response to the Brass City Charter School’s Petition for Declaratory Ruling.

BACKGROUND

Origin of Proposal **[X] New Proposal** **[] Resubmission**

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Please consider the following, if applicable:

How does this proposal connect to the 10-year vision for the agency’s mission?	
How will we measure if the	



Agency Legislative Proposal – 2025 Session

Document Name: SDE – Charter School Special Education Funding

proposal successfully accomplishes its goals?	
Have there been changes in federal/state laws or regulations that make this legislation necessary?	
Has this proposal or a similar proposal been implemented in other states? If yes, to what result?	
Have certain constituencies called for this proposal?	

INTERAGENCY IMPACT

List each affected agency. Copy the table as needed.

[X] Check here if this proposal does NOT impact other agencies

1. Agency Name	
Agency Contact (name, title)	



Agency Legislative Proposal – 2025 Session

Document Name: SDE – Charter School Special Education Funding

Date Contacted	
Status	<input type="checkbox"/> Approved <input type="checkbox"/> Talks Ongoing
Open Issues, if any	

FISCAL IMPACT

Include the section number(s) responsible for the fiscal impact and the anticipated impact

☐ **Check here if this proposal does NOT have a fiscal impact**

State	
Municipal (Include any municipal mandate that can be found within legislation)	This clarifies that the school district in which a charter-school student resides is responsible for paying the actual costs of the services that the district has determined the student requires under the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") and is being provided by the charter school pursuant to Conn. Gen. Stat. §10-66ee(d)(7).
Federal	
Additional notes	



Agency Legislative Proposal – 2025 Session

Document Name: SDE – Charter School Special Education Funding

MONITORING & EVALUATION PLAN

If applicable, please describe the anticipated measurable outcomes and the data that will be used to track those outcomes. Include the section number(s) responsible for those outcomes

[X] Check here if this proposal does NOT lead to any measurable outcomes

ANYTHING ELSE WE SHOULD KNOW?



Agency Legislative Proposal – 2025 Session

Document Name: SDE – Charter School Special Education Funding

INSERT FULLY DRAFTED BILL HERE

Section 10-66ee(d)(5) of the General Statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2025*):

In the case of a student identified as requiring special education, the school district in which the student resides shall: (A) Hold the planning and placement team meeting for such student and shall invite representatives from the charter school to participate in such meeting; and (B) pay the state charter school, on a quarterly basis, an amount equal to the difference between the reasonable cost of educating such student and the sum of the amount received by the state charter school for such student pursuant to subdivision (1) of this subsection and amounts received from other state, federal, local or private sources calculated on a per pupil basis. For purposes of this subsection, “reasonable costs” means the actual costs incurred by the charter school in providing and otherwise implementing the services mandated by the student's individualized education program. Such school district shall be eligible for reimbursement pursuant to section 10-76g. The charter school a student requiring special education attends shall be responsible for ensuring that such student receives the services mandated by the student's individualized education program whether such services are provided by the charter school or by the school district in which the student resides.



Agency Legislative Proposal – 2025 Session

Document Name: SDE – Seal of Civics Education

Document Name	SDE 2025-13 Seal of Civics Education
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Legislative Liaison	Laura Stefon 860-713-6493 Laura.Stefon@ct.gov
Division Requesting This Proposal	Academic Office
Drafter	Irene Parisi Stephen Armstrong

Title of Proposal	An Act Concerning the Establishment of the Connecticut State Seal of Civics Education and Engagement
Statutory Reference if any	
Brief Summary and Statement of Purpose	<p>The purpose of this proposal is to recognize and promote civic education and engagement among high school students in Connecticut by establishing the Connecticut State Seal of Civics Education and Engagement.</p> <p>This proposed legislation would enable the State Department of Education (CSDE) to establish the criteria for a state seal for Civic Education and Engagement, which would enable any Connecticut diploma-issuing entity to affix the State of Connecticut Seal of Civics Education and Engagement on a diploma awarded to a student who has met civic proficiency.</p>



Agency Legislative Proposal – 2025 Session

Document Name: SDE – Seal of Civics Education

SECTION-BY-SECTION SUMMARY

Summarize sections in groups where appropriate

The CSDE would establish guidance and proficiency criteria by which a Connecticut diploma issuing entity to determine eligible candidates for the Connecticut Seal of Civics Education and Engagement. The CSDE would provide guidance to any Connecticut diploma issuing entity on the Connecticut Civics Seal Program and record the names of all students who receive Civics Seal on an annual basis. The Connecticut State Seal of Civics Education and Engagement to commence with the graduating class of 2027.

Students who earn the Connecticut State Seal of Civics Education and Engagement shall receive a Seal affixed to their high school diploma and noted on their academic transcript.

The Seal shall serve as a recognition of the student's commitment to civic education and engagement and may enhance college and career opportunities.

The Connecticut CSDE shall develop guidelines and criteria for the implementation of the Seal. The CSDE shall provide resources and support to any Connecticut diploma issuing entity to assist in the implementation of the Seal program. Each entity shall be responsible for identifying eligible students and awarding the Seal on high school diplomas and transcripts.

Possible criteria can include and is not limited to:

(a) The Connecticut State Seal of Civics Education and Engagement shall be awarded to eligible students who demonstrate a high level of proficiency in civics education and engagement.

(b) To qualify for the Seal, students must meet the following criteria:

1. Successfully complete a minimum of two years of history/social science courses, including at least one course in U.S. government or civics.



Agency Legislative Proposal – 2025 Session
Document Name: SDE – Seal of Civics Education

2. Participate in at least one civic engagement project, such as community service, participation in student government, or involvement in a civic organization.

3. Demonstrate proficiency in civics knowledge through an assessment or a portfolio of work that includes essays, projects, or presentations on civic topics or other mastery-based assessment/process.

BACKGROUND

Origin of Proposal

☒ New Proposal

☐ Resubmission

Please consider the following, if applicable:

How does this proposal connect to the 10-year vision for the agency’s mission?	One of the goals of the Civics Seal program is to enhance civic education for all students in Connecticut, including students in Alliance Districts.
How will we measure if the proposal successfully accomplishes its goals?	<div>Any Connecticut diploma issuing entity will provide annual data on number of students receiving Civics Seal; progress in increasing civic competency can be analyzed through this data. It should be emphasized, however, that this is a voluntary program. Any diploma issuing entity can determine whether they wish to issue Civics Seal.</div> <div>In addition, the following methods for monitoring implementation can be considered:</div>



Agency Legislative Proposal – 2025 Session

Document Name: SDE – Seal of Civics Education

	<p>(a) The CSDE shall annually report to the General Assembly on the implementation and outcomes of the Seal program, including the number of students awarded the Seal and the impact on civic engagement.</p> <p>(b) The CSDE shall periodically review and update the criteria and guidelines for the Seal to ensure its continued relevance and effectiveness.</p>
Have there been changes in federal/state laws or regulations that make this legislation necessary?	
Has this proposal or a similar proposal been implemented in other states? If yes, to what result?	<p>As of September 2024, fourteen states have implemented or will be implementing (within one year) some form of a Civics Seal program. In twelve of the states the program is administered and directed by the Department of Education in that state.</p> <p>Specific requirements for the Civics Seal Program vary from state to state: requirements generally include academic achievement, involvement in extracurricular activities, and participation in some form of school/community project. Students oftentimes create a civics portfolio to demonstrate their civic proficiency.</p> <p>These states include:</p> <ul style="list-style-type: none">• Arizona• California• Georgia



Agency Legislative Proposal – 2025 Session

Document Name: SDE – Seal of Civics Education

	<ul style="list-style-type: none"> • Kentucky • Nevada • New York • Ohio • Oklahoma • Virginia • Indiana • Maryland • North Carolina • Florida • Tennessee
Have certain constituencies called for this proposal?	<p>CivXNow, a national civics organization, has made Civic Seals programs a major priority in their outreach.</p> <p>Connecticut Civic Education, Engagement, and Media Literacy Task Force, co-chaired by representation of the CSDE and Rep. Kevin Brown has made the creation of a state Civics Seals Program one of key desired outcomes of their work.</p>

INTERAGENCY IMPACT

List each affected agency. Copy the table as needed.

[X] Check here if this proposal does NOT impact other agencies

1. Agency Name	
Agency Contact (name, title)	
Date Contacted	
Status	[] Approved [] Talks Ongoing
Open Issues if any	



Agency Legislative Proposal – 2025 Session
Document Name: SDE – Seal of Civics Education

FISCAL IMPACT

Include the section number(s) responsible for the fiscal impact and the anticipated impact

[X] Check here if this proposal does NOT have a fiscal impact

State	
Municipal (Include any municipal mandate that can be found within legislation)	
Federal	
Additional notes	

MONITORING & EVALUATION PLAN

If applicable, please describe the anticipated measurable outcomes and the data that will be used to track those outcomes. Include the section number(s) responsible for those outcomes

[] Check here if this proposal does NOT lead to any measurable outcomes

ANYTHING ELSE WE SHOULD KNOW?



Agency Legislative Proposal – 2025 Session
Document Name: SDE – Seal of Civics Education

INSERT FULLY DRAFTED BILL HERE

(NEW) There is established a Connecticut State Seal of Civic Education and Engagement to recognize eligible students who demonstrate a high level of proficiency in civics education and engagement while enrolled in any Connecticut diploma-issuing entity that implements high-quality civic education programs designed to prepare students for career and civic life. The Department of Education shall develop guidance criteria that schools must meet to qualify the seal. The criteria shall require the diploma-issuing entity to (a) identify eligible students to receive the Seal. To qualify for the Seal, students must meet one or more of the following criteria: a) Successfully complete a minimum of two years of history/social science courses, including at least one course in U.S. government or civics; b) Participate in at least one civic engagement project, such as community service, participation in student government, or involvement in a civic organization; and or demonstrate proficiency in civics knowledge through a standardized assessment or a portfolio of work that includes essays, projects, or presentations on civic topics or other mastery-based assessment/process. Upon meeting the criteria in subsections (a) and (b), a qualifying student shall be awarded a Seal of Civic Education and Engagement to be affixed to their diploma and noted in their transcript.