



Agency Legislative Proposal

2026 Session

General Information

Agency	Dept. of Education
Proposal Name	Revision to the timeline for approving initial charter school certificates.
Legislative Liaison	Laura Stefon
Division Requesting Proposal	N/A
Drafter	Charles E. Hewes

Overview

Brief Summary of Proposal

To align the charter school approval process with the Governor's Biennial Budget process and streamline the work of the CSDE.

What problem is this proposal looking to solve?

Under current statute, the State Board of Education may approve initial charters in years that the Legislature is not setting the biennium budget. When the State Board of Education approves an initial charter in a year that the biennium budget is not being set, significant revisions to the biennium budget after year one may be required.

Section by section summary:

Section #(s)	Section Summary
1	This subsection of 10-66bb outlines the timeline and criteria by which applications for initial charter certificates can be received and approved by the State Board of Education.

Statutory Reference

CGS 10-66bb(3)(c)

Background

New Proposal

Resubmission

If resubmission, please provide details below. Please also note any changes made since the last submission:

Bill #(s)	Reason bill(s) did not move forward
SB1349	The proposal to adjust the timeline of initial charter approval by the State Board of Education (this proposal) was previously part of SB1349. SB1349 included additional language to create an entire Office of School Choice at the State Department of Education. That bill did not pass.

Have there been any changes in federal laws or regulations that make this legislation necessary?

No

Have there been any changes in state laws or regulations that make this legislation necessary?

No

Has this proposal or a similar proposal been implemented in other states?

No

Have certain constituencies called for this proposal?

No

Interagency Impact

Check here if this proposal does NOT impact other agencies

Agency	N/A
Contact	N/A
Date Contacted	N/A
Status	N/A
Open Issues	N/A

Fiscal Impact

No Fiscal Impact

Budget Option Submitted

Include the section number(s) which have a fiscal impact and the anticipated impact:

State

No

Municipal

No

Federal

No

Other Information

If there is any additional information we should know, please detail below: N/A

Legislative Language

Insert fully drafted bill below. Please use standard legislative drafting considerations, as published by LCO [here](#).

Section I. Subsection b and c of section 10-66bb of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2026):

(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, 2026, 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.

(c) On and after July 1, [2015] 2026, 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, 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 House Bill No. 6762 Public Act No. 23-150 32 of 41 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.



Agency Legislative Proposal

2026 Session

General Information

Agency	Dept. of Education
Proposal Name	Modification to Kindergarten Entry Requirements
Legislative Liaison	Laura Stefon
Division Requesting Proposal	N/A
Drafter	Charles E. Hewes

Overview

Brief Summary of Proposal

This proposal modifies the language to the school age entry requirements permitting children to enter school before age five and upon a written request by a parent or guardian and an assessment by a school administrator and certified staff member.

What problem is this proposal looking to solve?

Since its inception, the requirement to assess children under the age of five whose parents have requested their child be admitted to school has created inequity across towns and significant tensions between families and schools, often times when a school is engaging with a family for the first time.

How does the proposal solve the problem?

By removing the requirement of a school to assess a child upon written request by a parent, all students in Connecticut will have equal access to kindergarten by age five regardless of the town in which they reside. Furthermore, by removing the provision permitting entry into kindergarten prior to age five based upon assessment results, it removes the possibility of contentious interactions between families and schools about assessment results.

Section by section summary:

Section #(s)	Section Summary
10-15c(a)	This section requires school staff to, upon written request of a family, to conduct an assessment of a child under age five to determine the child's readiness for kindergarten.
Statutory Reference	[N/a]

Background

New Proposal Resubmission

If resubmission, please provide details below. Please also note any changes made since the last submission:

Bill #(s)	Reason bill(s) did not move forward
	Sections 7 & 8 of HB 7009 are being resubmitted this year, as the bill ultimately did not pass in the Senate on the final day of session.

Have there been any changes in federal laws or regulations that make this legislation necessary?

No

Have there been any changes in state laws or regulations that make this legislation necessary?

No

Has this proposal or a similar proposal been implemented in other states?

Yes

Have certain constituencies called for this proposal?

Yes The Connecticut State Department of Education receives regular complaints from parents regarding this legislation arguing the statute leads to unfair, inequitable, or arbitrary decision-making on behalf of schools when determining the readiness of children under age five.

Interagency Impact

Check here if this proposal does NOT impact other agencies

Agency	N/A
Contact	N/A
Date Contacted	N/A
Status	N/A
Open Issues	N/A

Fiscal Impact

No Fiscal Impact

Budget Option Submitted

Include the section number(s) which have a fiscal impact and the anticipated impact:

State

No

Municipal

No

Federal

No

Other Information

If there is any additional information we should know, please detail below: N/A

Legislative Language

Insert fully drafted bill below. Please use standard legislative drafting considerations, as published by LCO [here](#).

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

(a) The public schools shall be open to all children five years of age and over who reach age five on or before the first day of September of any school year, and each such child shall have, and shall be so advised by the appropriate school authorities, an equal opportunity to participate in the activities, programs and courses of study offered in such public schools, at such time as the child becomes eligible to participate in such activities, programs and courses of study, without discrimination on account of race, as defined in section 46a-51, color, sex, gender identity or expression, religion, national origin, sexual orientation or disability; provided a child who has not reached the age of five on or before the first day of September of the school year may be admitted if the local or regional board of education adopts an early admission policy that permits such child to be admitted (1) upon a written request by the parent or guardian of such child to the principal of the school in which such child would be enrolled, and (2) following an assessment of such child, conducted by such principal and an appropriate certified staff member of the school, to ensure that admitting such child is developmentally appropriate.

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

Sec. 2. Section 10-15c of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2027):

(a) The public schools shall be open to all children five years of age and over who reach age five on or before the first day of September of any school year, and each such child shall have, and shall be so advised by the appropriate school authorities, an equal opportunity to participate in the activities, programs and courses of study offered in such public schools, at such time as the child becomes eligible to participate in such activities, programs and courses of study, without discrimination on account of race, as defined in section 46a-51, color, sex, gender identity or expression, religion, national origin, sexual orientation or disability. [; provided a child who has not reached the age of five on or before the first day of September of the school year may be admitted (1) upon a written request by the parent or guardian of such child to the principal of the school in which such child would be enrolled, and (2) following an assessment of such child, conducted

by such principal and an appropriate certified staff member of the school, to ensure that admitting such child is developmentally appropriate.]

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



Agency Legislative Proposal

2026 Session

General Information

Agency	Dept. of Education
Proposal Name	504 Funding for Interdistrict Magnet School Students
Legislative Liaison	Laura Stefon
Division Requesting Proposal	Office of Strategic Planning and Partnership
Drafter	Robin Cecere

Overview

Brief Summary of Proposal

This proposal 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.

What problem is this proposal looking to solve?

This proposal seeks to assign planning, implementation and costs associated with 504 services to the receiving 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 for students enrolled in such school.

How does the proposal solve the problem?

This proposal amends C.G.S. §10-264l(h)(2) to assign the responsibility for planning, implementation and costs for 504 accommodations to the receiving interdistrict magnet school as the school best suited to plan and financially support 504 accommodations for students enrolled in such schools. This reassignment from the sending district to the receiving interdistrict magnet school for the planning, implementation and cost of 504 accommodations aligns with the framework under the Open Choice statutes.

Section by section summary:

Section #(s)	Section Summary
10-264I(h)(2)	This section currently assigns responsibility for the costs of 504 accommodations for students enrolled in interdistrict magnet schools to the sending district. This proposal amends C.G.S. §10-264I(h)(2) to assign responsibility for costs associated with 504 services to the interdistrict magnet school for students enrolled in such school.

Statutory Reference	[N/a]
----------------------------	-------

Background

New Proposal Resubmission

If resubmission, please provide details below. Please also note any changes made since the last submission:

Bill #(s)	Reason bill(s) did not move forward
SB 1288	The proposed amendment was not included in the substitute bill. The original language in the bill eliminated any reference to the financially responsible party but continued to require the receiving interdistrict magnet school to ensure students enrolled in the school who required 504 services, received such services.

Have there been any changes in federal laws or regulations that make this legislation necessary?

No

Have there been any changes in state laws or regulations that make this legislation necessary?

Yes C.G.S. §10-266aa(i)(2) was added through Public Act (PA) 25-143, Section 10 to assign responsibility for the planning, implementation and cost of 504 accommodations to the receiving school for students enrolled in Open Choice. As a related choice program, magnet schools should follow the same framework.

Has this proposal or a similar proposal been implemented in other states?

No

Have certain constituencies called for this proposal?

No

Interagency Impact

Check here if this proposal does NOT impact other agencies

Agency	N/A
Contact	N/A
Date Contacted	N/A
Status	N/A
Open Issues	N/A

Fiscal Impact

No Fiscal Impact

Budget Option Submitted

Include the section number(s) which have a fiscal impact and the anticipated impact:

State

No

Municipal The proposal adds financial responsibility for 504 services to the receiving interdistrict magnet schools for students enrolled in such schools.

Federal

No

Other Information

If there is any additional information we should know, please detail below: N/A

Legislative Language

Insert fully drafted bill below. Please use standard legislative drafting considerations, as published by LCO [here](#).

Subsection (h)(2) of section 10-264l of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2026):

(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 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

2026 Session

General Information

Agency	Dept. of Education
Proposal Name	Establishing Enrollment Standards for the Operating Grant for Interdistrict Magnet Schools
Legislative Liaison	Laura Stefon
Division Requesting Proposal	Office of Strategic Planning and Partnership
Drafter	Robin Cecere

Overview

Brief Summary of Proposal

This proposal amends C.G.S. §10-252a to set enrollment standards for interdistrict magnet schools to align with enrollment from the prior fiscal year plus approved expansion by the Commissioner of Education in order to manage growth of interdistrict schools through a system approach.

What problem is this proposal looking to solve?

C.G.S. §10-252a sets the calculation for the interdistrict magnet school operating grant based on a weighted need formula for both board of education and non-board of education operators. Prior to 2021, magnet enrollment was held to enrollment from October 1, 2014 plus any expansion approved by the Commissioner of Education. After 2021, interdistrict magnet operators have enrolled students without a specific state-level framework. This proposal seeks to ensure measured magnet enrollment growth by setting magnet enrollment to the enrollment from the prior fiscal year plus expansion approved by the Commissioner of Education.

How does the proposal solve the problem?

This proposal ensures oversight on magnet enrollment by setting enrollment in each fiscal year to the prior year's enrollment plus any expansion approved by the Commissioner of Education.

Section by section summary:

Section #(s)	Section Summary
10-252a	This proposal adds a new section to 10-252a to set the enrollment for interdistrict magnet schools for purposes of the magnet operating grant calculation to a magnet school's prior year enrollment plus any expansion approved by the Commissioner of Education.

Statutory Reference	[N/a]
----------------------------	-------

Background

New Proposal Resubmission

Bill #(s)	Reason bill(s) did not move forward
------------------	--

Have there been any changes in federal laws or regulations that make this legislation necessary?

No

Have there been any changes in state laws or regulations that make this legislation necessary?

Yes Prior to 2021, C.G.S. 10-264l set limits on magnet enrollment to ensure measured growth in magnet enrollment for the state. Those limits ended after 2021 with no new framework in the statutes for operator's to manage their annual enrollment.

Has this proposal or a similar proposal been implemented in other states?

No

Have certain constituencies called for this proposal?

No

Interagency Impact

Check here if this proposal does NOT impact other agencies

Agency	N/A
Contact	N/A
Date Contacted	N/A
Status	N/A
Open Issues	N/A

Fiscal Impact

No Fiscal Impact

Budget Option Submitted

Include the section number(s) which have a fiscal impact and the anticipated impact:

State	This proposal allows the state to better manage the magnet account appropriation by setting enrollment standards for interdistrict magnet schools for each fiscal year with enrollment expansion requiring approval by the Commissioner of Education.
Yes	
Municipal	Magnet operators will be held to prior year's enrollment except upon expansion approved by the Commissioner.
Federal	
Yes	

Other Information

If there is any additional information we should know, please detail below: N/A

Legislative Language

Insert fully drafted bill below. Please use standard legislative drafting considerations, as published by LCO [here](#).

Section 10-252a of the general statutes, as amended by Public Act 25-168, section 307, is amended to include the following new subsection (e) (Effective July 1, 2026):

(e) For the fiscal year ending June 30, 2026, and each fiscal year thereafter, for purposes of the grant calculation in subsections (b) and (c) of this section, the total number of students enrolled in an interdistrict magnet school program for an interdistrict magnet operator in a fiscal year shall not exceed the total student enrollment for the interdistrict magnet operator in the prior fiscal year plus increases in student enrollment in the interdistrict magnet school programs for the interdistrict magnet operator as approved by the Commissioner of Education.



Agency Legislative Proposal

2026 Session

General Information

Agency	Dept. of Education
Proposal Name	Special Education Services for Open Choice Students
Legislative Liaison	Laura Stefon
Division Requesting Proposal	Office of Strategic Planning and Partnership
Drafter	Robin Cecere

Overview

Brief Summary of Proposal

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.

What problem is this proposal looking to solve?

This proposal addresses special education services for students with disabilities who are enrolled in Open Choice by seeking to assign responsibility for the planning and placement team (PPT) meeting and individualized education program (IEP) to the sending district. Under current law, the sending district is financially responsible for the special education services for students enrolled in a school through the Open Choice Program but the statute assigns responsibility for the PPT and IEP to the receiving school district. Assigning responsibility to the sending district for the PPT and IEP aligns with the framework under the magnet statutes, C.G.S. §10-264I(h), and affords the sending district participation in the planning for services for which the sending district is financially responsible.

How does the proposal solve the problem?

This proposal amends C.G.S. §10-26aa(i)(1) to assign responsibility for the planning and placement team (PPT) meeting and individualized education program (IEP) to the sending district, and maintains the assignment of costs for such services to the sending district. The receiving district remains responsible for ensuring the IEP is implemented.

Section by section summary:

Section #(s)	Section Summary
10-266aa(i)(1), as amended by Public Act (PA) 25-143, Section 10	PA 25-143, Section 10 amended 10-266aa(i)(1) of the Connecticut General Statutes (C.G.S.) to assign responsibility to the receiving school district for students attending such school through the Open Choice Program, while requiring the receiving district to invite the sending district to the PPT. This proposal amends PA 25-143, Section 10(i)(1) to reassign responsibility for the PPT and IEP from the receiving Open Choice district to the sending district for Open Choice students who are eligible for special education services. The sending district is financially responsible for student's special education services under the IEP per existing statute and PA 25-143. Assigning responsibility with the sending district for the PPT and IEP aligns with the framework under the magnet statutes, C.G.S. §10-264l(h). Sending districts receive .5 of the ECS allocation for students in Open Choice per C.G.S. §10-266aa(h).

Statutory Reference

[N/a]

Background

New Proposal

Resubmission

If resubmission, please provide details below. Please also note any changes made since the last submission:

Bill #(s)	Reason bill(s) did not move forward
SB 1288 and HB 6921	The proposed amendment to C.G.S. §10-266aa(i)(1) assigned responsibility for the PPT and IEP to the sending district for Open Choice students who are eligible for special education services. The language was modified in LCO #8998 to assign responsibility for the PPT and IEP to the receiving district but required the receiving district to invite a representative from the sending district.

Have there been any changes in federal laws or regulations that make this legislation necessary?

No

Have there been any changes in state laws or regulations that make this legislation necessary?

Yes

Section 10-266aa(i)(1) was amended through Public Act 25-143, Section 10 to assign responsibility for the PPT and IEP to the receiving district. This contrasts with the comparable magnet statute, C.G.S. §10-264I(h)(1), which assigns responsibility for the PPT and IEP to the sending district, along with financial responsibility for such services. As a related choice program, Open Choice should follow the same framework.

Has this proposal or a similar proposal been implemented in other states?

No

Have certain constituencies called for this proposal?

No

Interagency Impact

Check here if this proposal does NOT impact other agencies

Agency	N/A
Contact	N/A
Date Contacted	N/A
Status	N/A
Open Issues	N/A

Fiscal Impact

No Fiscal Impact

Budget Option Submitted

Include the section number(s) which have a fiscal impact and the anticipated impact:

State

No

Municipal

No

Federal

No

Other Information

If there is any additional information we should know, please detail below: N/A

Legislative Language

Insert fully drafted bill below. Please use standard legislative drafting considerations, as published by LCO [here](#).

Subsection (i)(1) of section 10-266aa of the general statutes, as amended by Public Act 25-143, §10, is repealed and the following is substituted in lieu thereof (Effective July 1, 2026):

(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 [(A) hold the planning and placement team meeting for each out-of-district student who requires special education and related services and invite representatives from the sending district to participate in such meeting, and (B)] ensure that such students receive the services mandated by the student's individualized education program whether such services are provided by the sending district or the receiving district.



Agency Legislative Proposal

2026 Session

General Information

Agency	Dept. of Education
Proposal Name	Technical Adjustments to the Timing of Magnet Transportation Grants
Legislative Liaison	Laura Stefon
Division Requesting Proposal	Office of Strategic Planning and Partnership
Drafter	Robin Cecere

Overview

Brief Summary of Proposal

This proposal amends C.G.S. §10-264i(4) to clarify the timing of transportation payments to Regional Education Service Centers (RESCs) which assist the state in meeting its obligations pursuant to *Sheff v. O'Neill*.

What problem is this proposal looking to solve?

Public Act 25-143, §13 amended C.G.S. §10-264i to eliminate the per pupil and supplemental framework for payments to RESCs providing transportation services to students attending interdistrict magnet schools in the Sheff Region and instead require payment of actual transportation costs to such RESCs on a schedule set forth in the statute to include payment of half of the estimated costs by October 31. A conflicting amendment (PA 25-168, §312) that passed before PA 25-143, requires payment of up to half of the estimated amount to be paid by October 31, which is the desired amendment in order to provide flexibility on the amount of the estimated payment in the early months of the school year

How does the proposal solve the problem?

This proposal clarifies the language to adopt the payment timing from PA 25-168.

Section by section summary:

Section #(s)	Section Summary
10-264i(a)(4)	This proposal clarifies the timing of the initial payment for transportation services to RESCs in the Sheff Region from half of the estimated amount by October 31 in the current fiscal year to up to half of the estimated amount by October 31. The remainder of the payment for the current fiscal year is payable by June 30.

Statutory Reference	[N/a]
----------------------------	-------

Background

New Proposal Resubmission

Bill #(s)	Reason bill(s) did not move forward

Have there been any changes in federal laws or regulations that make this legislation necessary?

No

Have there been any changes in state laws or regulations that make this legislation necessary?

Yes Two Public Acts passed in the 2025 session made similar amendments to C.G.S. §10-264i(a)(4) – PA 25-143, §13 and 25-168, §312. The proposal clarifies the correct timing of the transportation payment.

Has this proposal or a similar proposal been implemented in other states?

No

Have certain constituencies called for this proposal?

No

Interagency Impact

Check here if this proposal does NOT impact other agencies

Agency	N/A
Contact	N/A
Date Contacted	N/A
Status	N/A
Open Issues	N/A

Fiscal Impact

No Fiscal Impact

Budget Option Submitted

Include the section number(s) which have a fiscal impact and the anticipated impact:

State Yes This proposal provides flexibility on the amount of the transportation payment to RESCs in the Sheff Region for transportation of students to magnet schools. Rather than requiring half of the estimated payment due by October 31 of the current fiscal year, this proposal specifies up to half of the estimated payment is due.

Municipal

No

Federal

No

Other Information

If there is any additional information we should know, please detail below: N/A

Legislative Language

Insert fully drafted bill below. Please use standard legislative drafting considerations, as published by LCO [here](#).

Subsection (4) of section 10-264i(a) of the general statutes, as amended by Public Act 25-143, section 13 is repealed and the following is substituted in lieu thereof (Effective July 1, 2026):

(4) Any transportation grant to a regional educational service center located in the Sheff region pursuant to subdivision (3) of this subsection shall be provided 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 transportation grant. For the fiscal year ending June 30, 2026, and each fiscal year thereafter, any such transportation grant shall be paid as follows: Up to ninety-five per cent of the grant on or before June thirtieth of the fiscal year based on documentation provided prior to May thirty-first of the fiscal year, with an amount equal to up to one-half of the total estimated transportation cost on or before October thirty-first of the fiscal year, and the remaining total balance on or before March 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

2026 Session

OPM USE ONLY: Proposal Code

--	--

General Information

Agency	Dept. of Education
Proposal Name	Reduction Of Reports At The Department Of Education
Legislative Liaison	Laura Stefon
Division Requesting Proposal	Commissioner's Office
Drafter	Chloe Cummings

Overview

Brief Summary of Proposal

The CSDE is proposing the removal of numerous obsolete, outdated, or unnecessary legislative reports required by Connecticut General Statutes (C.G.S.) § 11-4a.

What problem is this proposal looking to solve?

The CSDE has numerous legislative reports that are obsolete, outdated, or unnecessary, which slows down the process of completing the reports that are currently necessary.

How does the proposal solve the problem?

This proposal removes certain reports from statute so they will no longer be required.

Section by section summary: *press tab after last field to add rows*

Section #(s)	Section Summary
---------------------	------------------------

Click or tap here Click or tap here

Statutory Reference (if any): Detail Statutory Reference (if applicable)

Background

New Proposal

Resubmission

If resubmission, please provide details below. Please also note any changes made since the last submission:

Bill #(s)	Reason bill(s) did not move forward
Click or tap here	Click or tap here

NOTE: press tab after last field to add rows

Have there been any changes in federal laws or regulations that make this legislation necessary?

Yes On January 20 and 21, 2025, President Trump signed two executive orders focused on Diversity, Equity, and Inclusion (DEI) programs: EO 14151, "Ending Radical and Wasteful Government DEI Programs and Preferencing" and EO 14173, "Ending Illegal Discrimination and Restoring Merit-Based Opportunity". Any state found in violation of the order are subject to federal funding being withheld. Section 2 is reflective of this change.

If yes, is the federal law change the One Big Beautiful Bill Act?

Yes or No OBBBA Section Number (if applicable)

Have there been any changes in state laws or regulations that make this legislation necessary?

No Detail state changes, including statutory or regulation references

Has this proposal or a similar proposal been implemented in other states?

Yes or No Detail results, impact, success, or failure in other states

Have certain constituencies called for this proposal?

No Detail constituency request(s)

Interagency Impact

Check here if this proposal does NOT impact other agencies

NOTE: If this proposal impacts one or more other agencies, it is the proposing agency's responsibility to work with their impacted sister agency to achieve consensus. If consensus is not achieved, please provide details on the open issues.

NOTE: press tab 2x after last field, then press the blue plus sign to add agencies

Agency	Select Agency
Contact	Enter Contact Name
Date Contacted	Select Date
Status	<input type="checkbox"/> Approved <input type="checkbox"/> Unresolved
Open Issues	Detail Open Issues
Agency	Select Agency
Contact	Enter Contact Name
Date Contacted	Select Date
Status	<input type="checkbox"/> Approved <input type="checkbox"/> Unresolved
Open Issues	Detail Open Issues

Fiscal Impact

No Fiscal Impact

Budget Option Submitted

OPM USE ONLY:
Budget Option Summary ID
[Redacted]

Include the section number(s) which have a fiscal impact and the anticipated impact:

State	Detail state fiscal impact (if applicable)
Yes or No	
Municipal	Detail municipal fiscal impact (if applicable)
Yes or No	
Federal	Detail federal fiscal impact (if applicable)
Yes or No	

Other Information

If there is any additional information we should know, please detail below:

Detail additional information (if applicable)

Legislative Language

Insert fully drafted bill below. Please use standard legislative drafting considerations, as published by LCO [here](#).

Section 1. (Effective upon passage) Section 10-66q of the general statutes is repealed and the following is substituted in lieu thereof:

(a) Not later than April 1, 2014, each regional educational service center shall develop a uniform regional school calendar that may be adopted by each local or regional board of education in the area served by such regional educational service center, in accordance with the provisions of subsection (b) of this section. Such uniform regional school calendars shall be consistent with the guidelines for a uniform regional school calendar developed pursuant to section 321 of public act 13-247*. Not later than April 1, 2014, each regional educational service center shall submit such uniform regional school calendar to the State Board of Education for approval. Not later than five days after such approval, such regional educational service center shall submit such approved uniform regional school calendar to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section [11-4a](#).

(b) For the school year commencing July 1, 2017, and each school year thereafter, a local or regional board of education may adopt the uniform regional school calendar developed and approved pursuant to subsection (a) of this section.

[(c) Not later than July 1, 2017, and annually thereafter, the Commissioner of Education shall submit a report on which boards of education have adopted the uniform regional school calendar and the implementation of such uniform regional school calendars, pursuant to subsection (b) of this section, and any recommendations for legislation relating to such implementation to the joint standing committee of the General Assembly having

cognizance of matters relating to education, in accordance with the provisions of section 11-4a].

Section 2. (Effective upon passage) Section 10-94l of the general statutes is repealed and the following is substituted in lieu thereof:

(a) The Commissioner of Education shall administer, within available appropriations and in consultation with the Commissioner of Children and Families, a surrogate parent program. The Commissioner of Children and Families shall select any foster child, as defined in section 17a-110, who resides in the area identified as Region 3 by the Department of Children and Families for participation in the program, and the Commissioner of Education shall appoint a surrogate parent for such child. The surrogate parent shall represent the foster child in the educational decision-making process, provided the parent or guardian of the foster child: (1) Agrees or fails to object to the appointment of a surrogate parent; (2) receives identical notices as the surrogate parent; and (3) may revoke the appointment of a surrogate parent at any time.

[(b) Not later than January 1, 2016, and annually thereafter, the Commissioners of Education and Children and Families shall jointly submit a report, in accordance with section 11-4a, to the joint standing committees of the General Assembly having cognizance of matters relating to children and education on the surrogate parent program].

Section 3. (Effective upon passage) Section 10-146h of the general statutes is repealed.

Section 4. (Effective upon passage) Section 10-223h of the general statutes is repealed and the following is substituted in lieu thereof:

(a) The Commissioner of Education shall establish, within available appropriations, a commissioner's network of schools to improve student academic achievement in low-performing schools. The commissioner may select not more than twenty-five schools in any single school year that have been classified as a category four school or a category five school pursuant to section 10-223e to participate in the commissioner's network of schools. The commissioner shall issue guidelines regarding the development of turnaround plans, and such guidelines shall include, but not be limited to, annual deadlines for the submission or nonsubmission of a turnaround plan and annual deadlines for approval or rejection of turnaround plans. The commissioner shall give preference for selection in the

commissioner's network of schools to such schools (1) that volunteer to participate in the commissioner's network of schools, provided the local or regional board of education for such school and the representatives of the exclusive bargaining unit for certified employees chosen pursuant to section [10-153b](#) mutually agree to participate in the commissioner's network of schools, (2) in which an existing collective bargaining agreement between the local or regional board of education for such school and the representatives of the exclusive bargaining unit for certified employees chosen pursuant to section [10-153b](#) will have expired for the school year in which a turnaround plan will be implemented, or (3) that are located in school districts that (A) have experience in school turnaround reform, or (B) previously received a school improvement grant pursuant to Section 1003(g) of Title I of the Elementary and Secondary Education Act, 20 USC 6301 et seq. The commissioner may select not more than five schools in any single school year from a single school district to participate in the commissioner's network of schools. Each school so selected shall begin implementation of a turnaround plan, as described in subsection (d) of this section. Each school so selected shall participate in the commissioner's network of schools for three school years, and may continue such participation for an additional year, not to exceed two additional years, upon approval from the State Board of Education in accordance with the provisions of subsection (h) of this section. The commissioner shall provide funding, technical assistance and operational support to schools participating in the commissioner's network of schools and may provide financial support to teachers and administrators working at a school that is participating in the commissioner's network of schools. All costs attributable to developing and implementing a turnaround plan in excess of the ordinary operating expenses for such school shall be paid by the State Board of Education.

(b) (1) Upon the selection by the Commissioner of Education of a school for participation in the commissioner's network of schools, the local or regional board of education for such school shall establish a turnaround committee for the school district. The turnaround committee shall consist of the following members: (A) Two appointed by the local or regional board of education, at least one of whom shall be an administrator employed by such board of education and at least one of whom shall be the parent or guardian of a student enrolled in the school district for such board of education; (B) three appointed by the exclusive bargaining unit for teachers chosen pursuant to section [10-153b](#), at least two

of whom shall be teachers employed by such board of education and at least one of whom shall be the parent or guardian of a student enrolled in the school district for such board of education; and (C) the Commissioner of Education, or the commissioner's designee. The superintendent of schools for the district, or the superintendent's designee, where such school is located shall be a nonvoting ex-officio member and serve as the chairperson of the turnaround committee.

(2) The turnaround committee, in consultation with the school governance council, as described in section [10-223j](#), for a school selected to participate in the commissioner's network of schools, shall (A) assist the Department of Education in conducting the operations and instructional audit pursuant to subsection (c) of this section, (B) develop a turnaround plan for such school in accordance with the provisions of subsection (d) of this section and guidelines issued by the commissioner, and (C) monitor the implementation of such turnaround plan.

(c) Following the establishment of a turnaround committee, the Department of Education shall conduct, in consultation with the local or regional board of education for a school selected to participate in the commissioner's network of schools, the school governance council for such school and such turnaround committee, an operations and instructional audit, as described in subparagraph (A) of subdivision (2) of subsection (e) of section [10-223e](#), for such school. Such operations and instructional audit shall be conducted pursuant to guidelines issued by the department and shall determine the extent to which the school (1) has established a strong family and community connection to the school; (2) has a positive school environment, as evidenced by a culture of high expectations, a safe and orderly workplace, and that address other nonacademic factors that impact student achievement, such as students' social, emotional, arts, cultural, recreational and health needs; (3) has effective leadership, as evidenced by the school principal's performance appraisals, track record in improving student achievement, ability to lead turnaround efforts, and managerial skills and authority in the areas of scheduling, staff management, curriculum implementation and budgeting; (4) has effective teachers and support staff as evidenced by performance evaluations, policies to retain staff determined to be effective and who have the ability to be successful in the turnaround effort, policies to prevent ineffective teachers from transferring to the schools, and job-embedded, ongoing professional development informed by the teacher evaluation and support programs that

are tied to teacher and student needs; (5) uses time effectively as evidenced by the redesign of the school day, week, or year to include additional time for student learning and teacher collaboration; (6) has a curriculum and instructional program that is based on student needs, is research-based, rigorous and aligned with state academic content standards, and serves all children, including students at every achievement level; and (7) uses evidence to inform decision-making and for continuous improvement, including by providing time for collaboration on the use of data. Such operations and instructional audit shall be informed by an inventory of the following: (A) Before and after school programs, (B) any school-based health centers, family resource centers or other community services offered at the school, including, but not limited to, social services, mental health services and parenting support programs, (C) whether scientific research-based interventions are being fully implemented at the school, (D) resources for scientific research-based interventions during the school year and summer school programs, (E) resources for gifted and talented students, (F) the length of the school day and the school year, (G) summer school programs, (H) alternative education, as defined in section 10-74j, if any, offered to students at the school, (I) the number of teachers employed at the school and the number of teachers who have left the school in each of the previous three school years, (J) student mobility, including the number of students who have been enrolled in and left the school, (K) the number of students whose primary language is not English, (L) the number of students receiving special education services, (M) the number of truants, (N) the number of students who are eligible for free or reduced price lunches, (O) the number of students who are eligible for HUSKY A, (P) the curricula used at the school, (Q) the reading curricula and programs for kindergarten to grade three, inclusive, if any, at the school, (R) arts and music programs offered at the school, (S) physical education programs offered and periods for recess or physical activity, (T) the number of school psychologists at the school and the ratio of school psychologists to students at the school, (U) the number of social workers at the school and the ratio of social workers to students at the school, (V) the teacher and administrator performance evaluation program, including the frequency of performance evaluations, how such evaluations are conducted and by whom, the standards for performance ratings and follow-up and remediation plans and the aggregate results of teacher performance evaluation ratings conducted pursuant to section 10-151b and any other available measures of teacher effectiveness, (W) professional development activities and programs, (X) teacher and student access to

technology inside and outside of the classroom, (Y) student access to and enrollment in mastery test preparation programs, (Z) the availability of textbooks, learning materials and other supplies, (AA) student demographics, including race, gender and ethnicity, (BB) chronic absenteeism, and (CC) preexisting school improvement plans, for the purpose of (i) determining why such school improvement plans have not improved student academic performance, and (ii) identifying governance, legal, operational, staffing or resource constraints that contributed to the lack of student academic performance at such school and should be addressed, modified or removed for such school to improve student academic performance.

(d) Following the operations and instructional audit for the school selected to participate in the commissioner's network of schools, the turnaround committee shall develop a turnaround plan for such school. The school governance council for each turnaround school may recommend to the turnaround committee for the school district one of the turnaround models described in subparagraphs (A) to (F), inclusive, of subdivision (3) of this subsection. The turnaround committee may accept such recommendation or may choose a different turnaround model for inclusion in the turnaround plan submitted under this subsection. The turnaround plan for such school shall (1) include a description of how such turnaround plan will improve student academic achievement in the school, (2) address deficiencies identified in the operations and instructional audit, and (3) utilize one of the following turnaround models: (A) A CommPACT school, as described in section 10-74g, (B) a social development model, (C) the management, administration or governance of the school to be the responsibility of a regional educational service center, a public or private institution of higher education located in the state, or, subject to the provisions of subsection (e) of this section, an approved educational management organization, (D) a school described in section 10-74f, (E) a model developed by the turnaround committee that utilizes strategies, methods and best practices that have been proven to be effective in improving student academic performance, including, but not limited to, strategies, methods and best practices used at public schools, interdistrict magnet schools and charter schools or collected by the commissioner pursuant to subsection (f) of this section, (F) a community school, as described in section 10-74i, or (G) a model developed in consultation with the commissioner or by the commissioner subject to the provisions of subsection (e) of this section. The turnaround plan shall not assign the management,

administration or governance of such school to a (i) for-profit corporation, or (ii) a private 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 from time to time amended, other than a public or private institution of higher education located in the state or, subject to the provisions of subsection (e) of this section, an approved not-for-profit educational management organization, as defined in subsection (e) of this section. Such turnaround plan may include proposals changing the hours and schedules of teachers and administrators at such school, the length and schedule of the school day, the length and calendar of the school year, the amount of time teachers shall be present in the school beyond the regular school day and the hiring or reassignment of teachers or administrators at such school. If a turnaround committee does not develop a turnaround plan, or if the commissioner determines that a turnaround plan developed by a turnaround committee is deficient, the commissioner may develop a turnaround plan for such school in accordance with the provisions of this subsection and, if the commissioner deems necessary, the commissioner may appoint a district improvement officer for such school to implement the provisions of the turnaround plan developed by the commissioner. The turnaround plan shall direct all resources and funding to programs and services delivered at such school for the educational benefit of the students enrolled at such school and be transparent and accountable to the local community. The State Board of Education shall approve the turnaround plan developed by a turnaround committee before a school may implement such turnaround plan.

(e) (1) For the school year commencing July 1, 2012, the Commissioner of Education shall develop one turnaround plan for a school selected to participate in the commissioner's network of schools. Such turnaround plan shall be implemented for the school year commencing July 1, 2012. Such plan may assign the management, administration or governance of such school to an approved not-for-profit educational management organization, and shall negotiate matters relating to such turnaround plan in accordance with the provisions of subsection (c) of section [10-153s](#).

(2) For the school year commencing July 1, 2012, the Commissioner of Education may approve a turnaround plan for a school selected to participate in the commissioner's network of schools that assigns the management, administration or governance of such school to an approved not-for-profit educational management organization, and shall

negotiate matters relating to such turnaround plan in accordance with the provisions of subsection (c) of section [10-153s](#). Such turnaround plan shall be implemented for the school year commencing July 1, 2012.

(3) The commissioner shall permit not more than four total turnaround plans for schools selected to participate in the commissioner's network of schools implementing turnaround plans beginning in the school year commencing July 1, 2013, or July 1, 2014, to assign the management, administration or governance of such school to an approved not-for-profit educational management organization, provided the commissioner shall not permit such assignment in a turnaround plan to more than three schools in a single school year. If the commissioner does not approve a turnaround plan under subdivision (2) of this subsection, the commissioner may approve one additional turnaround plan for a school selected to participate in the commissioner's network of schools that assigns the management, administration or governance of such school to an approved not-for-profit educational management organization to be implemented in the school year commencing July 1, 2013, or July 1, 2014.

(4) For purposes of this section, and section [10-223i](#), "approved not-for-profit educational management organization" means a 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 from time to time amended, that (A) operates a state charter school located in the state that has a record of student academic success for students enrolled in such state charter school, or (B) has experience and a record of success in improving student achievement for low income or low performing students through measures, including, but not limited to, reconstituting schools while, if applicable, respecting existing contracts of employees of such schools.

(f) The Commissioner of Education may partner with any public or private institution of higher education in the state, for a period not to exceed twelve months, to assist the Department of Education in collecting, compiling and replicating strategies, methods and best practices that have been proven to be effective in improving student academic performance in public schools, interdistrict magnet schools and charter schools. The commissioner shall make such strategies, methods and best practices available to local and regional boards of education and turnaround committees for use in developing a

turnaround model, pursuant to subsection (d) of this section, and in implementing the turnaround plan for a school that is participating in the commissioner's network of schools.

(g) Nothing in this section shall alter the collective bargaining agreements applicable to the administrators and teachers employed by the local or regional board of education, subject to the provisions of sections [10-153a](#) to [10-153n](#), inclusive, and such collective bargaining agreements shall be considered to be in operation at schools participating in the commissioner's network of schools, except to the extent the provisions are modified by any memorandum of understanding between the local or regional board of education and the representatives of the exclusive bargaining units for certified employees, chosen pursuant to section [10-153b](#), or are modified by a turnaround plan, including, but not limited to, any election to work agreement pursuant to such turnaround plan for such schools and negotiated in accordance with the provisions of section [10-153s](#).

(h) Each school participating in the commissioner's network of schools shall participate for three school years, and may continue such participation for an additional year, not to exceed two additional years, upon approval from the State Board of Education. Before the end of the third year that a school is participating in the commissioner's network of schools, the commissioner shall conduct an evaluation to determine whether such school is prepared to exit the commissioner's network of schools. In determining whether such school may exit the commissioner's network of schools, the commissioner shall consider whether the local or regional board of education has the capacity to ensure that such school will maintain or improve its student academic performance. If the commissioner determines that such school is ready to exit the commissioner's network of schools, the local or regional board of education for such school shall develop, in consultation with the commissioner, a plan, subject to the approval by the State Board of Education, for the transition of such school back to full control by the local or regional board of education. If such school is not ready to exit the commissioner's network of schools and participates in the commissioner's network of schools for an additional year, the commissioner shall conduct an evaluation in accordance with the provisions of this subsection. Before the end of the fifth year that a school is participating in the commissioner's network of schools, the commissioner shall develop, in consultation with the local or regional board of education for such school, a plan, subject to the approval by the State Board of Education, for the transition of such school back to full control by the local or regional board of education.

[(i) Not later than thirty days after the approval of the turnaround plan for a school selected to participate in the commissioner's network of schools by the State Board of Education, the Commissioner of Education shall submit the operations and instructional audit and the turnaround plan for such school to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a.]

[(j)] (i) (1) Not later than February 1, 2018, and annually thereafter, the Commissioner of Education shall annually submit a report on the academic performance of each school participating in the commissioner's network of schools to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a. Such report shall include, but not be limited to, (A) the accountability index score, as defined in section 10-223e, for such school, (B) trends for the accountability index scores during the period that such school is participating in the commissioner's network of schools, (C) adjustments for subgroups of students at such school, including, but not limited to, students whose primary language is not English, students receiving special education services and students who are eligible for free or reduced price lunches, and (D) performance evaluation results in the aggregate for teachers and administrators at such school.

(2) Not later than February 1, 2018, and annually thereafter, the Commissioner of Education shall annually submit a report comparing and analyzing the academic performance of all the schools participating in the commissioner's network of schools to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a. Such report shall include, but not be limited to, (A) the accountability index score, as defined in section 10-223e, for the school, (B) trends for the accountability indices during the period that such schools are participating in the commissioner's network of schools, (C) adjustments for subgroups of students at such schools, including, but not limited to, students whose primary language is not English, students receiving special education services and students who are eligible for free or reduced price lunches, and (D) performance evaluation results in the aggregate for teachers and administrators at such schools.

(3) Not later than February first following the expiration of the turnaround plan for each school participating in the commissioner's network of schools, the commissioner shall

submit a final report that (A) evaluates such turnaround plan and the academic performance of such school during the period that such turnaround plan was in effect, and (B) makes recommendations for the operation of such school to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a].

[(4)] (2) Not later than January 1, 2020, the commissioner shall submit a report (A) evaluating the commissioner's network of schools and its effect on improving student academic achievement in participating schools, and (B) making any recommendations for the continued operation of the commissioner's network of schools to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a.

[(5)] (3) Not later than February first each year, the Commissioner of Education shall present the items submitted pursuant to subdivisions (1) to (4), inclusive, of this subsection to the joint standing committee of the General Assembly having cognizance of matters relating to education.

Section 5. (Effective upon passage) Section 10-226h of the general statutes is repealed and the following is substituted in lieu thereof:

(a) A local or regional board of education for purposes of subdivision (3) of section 10-4a, may offer such programs or use such methods as: (1) Interdistrict magnet school programs; (2) charter schools; (3) interdistrict after-school, Saturday and summer programs and sister-school projects; (4) intradistrict and interdistrict public school choice programs; (5) interdistrict school building projects; (6) interdistrict program collaboratives for students and staff; (7) distance learning through the use of technology; and (8) any other experience that increases awareness of the diversity of individuals and cultures.

(b) Each local and regional board of education shall report by October 1, 2012, and biennially thereafter, to the Commissioner of Education on the programs and activities undertaken in its school district to reduce racial, ethnic and economic isolation, including (1) information on the number and duration of such programs and activities and the number of students and staff involved, and (2) evidence of the progress over time in the reduction of racial, ethnic and economic isolation.

[(c) The Commissioner of Education shall report, by January 1, 1999, and biennially thereafter, in accordance with section 11-4a, to the Governor and the General Assembly on activities and programs designed to reduce racial, ethnic and economic isolation. The report shall include statistics on any growth in such programs or expansion of such activities over time, an analysis of the success of such programs and activities in reducing racial, ethnic and economic isolation, a recommendation for any statutory changes that would assist in the expansion of such programs and activities and the sufficiency of the annual grant pursuant to subsection (e) of section 10-266aa and whether additional financial incentives would improve the program established pursuant to section 10-266aa].

Section 6. (Effective upon passage) Section 10-262p of the general statutes is repealed and the following is substituted in lieu thereof:

(a) The State Board of Education shall adopt grade kindergarten to grade twelve, inclusive, computer technology competency standards for students by July 1, 2001. Information on the standards shall be included in the report required pursuant to subsection (b) of this section.

[(b) On or before July 1, 2001, and biennially thereafter, the Commissioner of Education shall report, in accordance with section 11-4a, to the joint standing committee of the General Assembly having cognizance of matters relating to education on the status of educational technology in the public schools. The report shall include information on the level of funding needed to assure that the technology needs in the areas of infrastructure improvements, educator professional development, curriculum development and student competency development are met].

Section 7. Sections 10-156bb-ff are repealed and the following is substituted of the general statutes in lieu thereof:

There is established an [Increasing Educator Diversity] Aspiring Educator Recruitment Policy Oversight Council within the Department of Education. The council shall consist of (1) the Commissioner of Education, or the commissioner's designee, (2) two representatives from the Task Force to Diversify the Educator Workforce, established pursuant to section 10-156aa, (3) one representative from each of the exclusive bargaining units for certified employees, chosen pursuant to section 10-153b, (4) the chancellor of the Connecticut State Colleges and Universities, or the chancellor's designee, and (5) a representative from an

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

Not later than July 1, 2017, and annually thereafter, the Department of Education shall submit a report using results-based accountability measures to assess the effectiveness of [minority teacher recruitment] aspiring educator recruitment programs in the state to the joint standing committees of the General Assembly having cognizance of matters relating to education and appropriations, in accordance with the provisions of section 11-4a. Such [minority teacher recruitment] aspiring educator recruitment programs shall include, but not be limited to, any programs to attract middle and high school students to pursue careers in education, enhanced reciprocity programs, higher education scholarship programs, and the registered teacher apprenticeship program. Not later than January 1, 2026, and annually thereafter, the Department of Education shall conduct a survey of students participating in such aspiring educator recruitment programs administered by the Department. The Department shall also include information for aspiring educator recruitment programs requested [any program administered] by a regional educational service center pursuant to section 10-155l, and the minority teacher incentive program administered by the Office of Higher Education pursuant to section 10a-168a.

Not later than January 1, 2019, the Department of Education, in consultation with the [Increasing Educator Diversity] [Aspiring Educator Recruitment](#) Policy Oversight Council, established pursuant to section 10-156bb, shall (1) identify relevant research and successful practices to enhance recruitment of diverse educators throughout the state, (2) identify and establish public, private and philanthropic partnerships to increase recruitment of diverse educators, (3) utilize, monitor and evaluate innovative methods to attract diverse educator candidates to the teaching profession, particularly in subject areas in which a teacher shortage exists, as determined by the Commissioner of Education pursuant to section 10-8b, (4) modernize the process for educators to obtain educator certification under this chapter by eliminating obstacles to certification to increase competitiveness with other states, (5) identify and utilize high-quality, affordable and bias-free educator assessments, (6) adopt cut scores for educator assessments, that do not exceed the multistate cut scores, to increase competitiveness with surrounding states, (7) support new and existing educator preparation programs that commit to enrolling greater numbers of diverse educator candidates in a manner that supports interstate reciprocity, (8) monitor, advise and support, and intervene in when necessary, local and regional boards of education's efforts to prioritize recruitment of diverse educators and develop innovative strategies to attract and retain diverse educators within their districts, (9) [(A) on and after July 1, 2019, include a question regarding the demographic data of applicants for positions requiring educator certification in the department's annual hiring survey distributed to local and regional boards of education, and (B)] and not later than July 1, 2020, and annually thereafter, submit a report, in accordance with the provisions of section 11-4a, on the applicant demographic data collected pursuant to subparagraph (A) of this subdivision to the Task Force to Diversify the Educator Workforce, established pursuant to section 10-156aa, and to the joint standing committee of the General Assembly having cognizance of matters relating to education, and (10) not later than July 1, 2022, develop and make available, in consultation with the State Education Resource Center, a video training module for school district personnel involved in or responsible for hiring educators relating to implicit bias and anti-bias in the hiring process. For purposes of this section, "diverse" has the same meaning as provided in section 10-156bb.

For the school year commencing July 1, 2020, and each school year thereafter, the [Increasing Educator Diversity] [Aspiring Educator Recruitment](#) Policy Oversight Council,

established pursuant to section 10-156bb, in consultation with the Task Force to Diversify the Educator Workforce, established pursuant to section 10-156aa, shall develop and implement strategies and utilize existing resources to ensure that at least two hundred fifty new diverse teachers and administrators[, of which at least thirty per cent are men,] are hired and employed by local and regional boards of education each year in the state. As used in this section, "diverse" has the same meaning as provided in section 10-156bb.



Agency Legislative Proposal

2026 Session

General Information

Agency	Dept. of Education
Proposal Name	Aspiring Educator Recruitment Plan
Legislative Liaison	Laura Stefon
Division Requesting Proposal	Talent
Drafter	Jessica Ocasio

Overview

Brief Summary of Proposal

Connecticut General Statute § 10-156jj was established in 2023 through P.A. 23-167 to support the Connecticut State Department of Education's efforts to diversify the educator workforce. However, the current statute only requires districts to submit diversity-focused recruitment plans for the year 2024 and does not include accountability measures for ongoing review, monitoring, or updates. It also does not explicitly connect workforce diversification with broader efforts to address the state's educator shortage.

This legislative proposal aims to strengthen § 10-156jj by renaming the required submissions from "increasing educator diversity plans" to "aspiring educator recruitment plans." This change acknowledges that while diversifying the educator workforce remains a priority, Connecticut school districts must also address the broader and ongoing teacher shortage by actively recruiting all aspiring educators, including those from underrepresented backgrounds. The proposal establishes a biannual submission requirement beginning in 2026 and mandates that all local and regional boards of education implement and monitor their recruitment plans each year. Plans must also be submitted through the Educator Data System (EDS) and made publicly available on both local and state websites. Additionally, the Commissioner of Education is empowered to review, approve, or return plans for revision, adding a layer of accountability that continues beyond 2024. Altogether, the proposal transforms a one-time compliance requirement into a sustained, transparent strategy for growing and diversifying Connecticut's educator pipeline.

What problem is this proposal looking to solve?

This proposal is intended to solve two core problems: the growing teacher shortage across Connecticut and the lack of sustained, accountable efforts to recruit and support a diverse educator workforce. As it stands, the current statute only requires a one-time submission of a diversity plan in 2024 and does not include provisions for annual implementation, monitoring, or revision. Without such ongoing requirements, districts are not systematically addressing the long-term challenges of attracting and retaining qualified educators in general, or ensuring that recruitment strategies remain inclusive and equity-focused.

How does the proposal solve the problem?

The proposal addresses these challenges by embedding educator recruitment and retention strategies into a long-term, cyclical process. By renaming the plans to "aspiring educator recruitment plans," the proposal broadens their scope to reflect the need to build a strong and sustainable educator pipeline. The requirement for biannual submission ensures that districts continually assess and refine their recruitment and retention strategies in response to evolving needs. Annual implementation, monitoring, and reporting provisions create mechanisms for accountability and progress tracking, while the inclusion of public posting and submission through the EDS enhances transparency. Additionally, the role of the Commissioner of Education in reviewing and approving the plans ensures consistent oversight. Together, these reforms promote a proactive, data-driven approach to solving both the educator shortage.

Section by section summary:

Section #(s)	Section Summary
(a)	<p>Change: Replaces the 2024 one-time submission with biannual submission beginning in 2026.</p> <p>Renaming: Plans are renamed as "aspiring educator recruitment plans" to emphasize efforts to grow the overall pipeline of future educators—not only increasing diversity but addressing the broader teacher shortage.</p>

	Impact: Shifts districts toward ongoing strategic planning for educator recruitment, with attention to both quality, quantity and diversity.
(b)	Change: Removes the specific 2024 deadline and creates a recurring process for CSDE review.
	Accountability: Local boards must revise and resubmit plans as directed—no longer a one-time obligation.
(c)	Change: Requires that starting in 2026 and annually thereafter, plans must be implemented and monitored by each district.
	New Requirements: Submission of plans to the Educator Data System (EDS) for data collection and accountability.
	Impact: Creates ongoing transparency and allows the state to track progress on recruitment goals, including efforts to attract diverse educators.

Statutory Reference**§ 10-156jj**

Background

New Proposal

Resubmission

If resubmission, please provide details below. Please also note any changes made since the last submission:

Bill #(s)	Reason bill(s) did not move forward
SB 1513	This language was part of SB 1513, which did not ultimately pass the House on the final day of session.

Have there been any changes in federal laws or regulations that make this legislation necessary?

Yes

In July 2023 local and regional boards of education were required to submit an increasing educator diversity plan to the Commissioner of Education. On January 20 and 21, 2025, President Trump signed two executive orders focused on Diversity, Equity, and Inclusion (DEI) programs: EO 14151, "Ending Radical and Wasteful Government DEI Programs and Preferencing" and EO 14173, "Ending Illegal Discrimination and Restoring Merit-Based Opportunity". Any state found in violation of the order are subject to federal funding being withheld.

Have there been any changes in state laws or regulations that make this legislation necessary?

No

Has this proposal or a similar proposal been implemented in other states?

No

Have certain constituencies called for this proposal?

Yes

The Increasing Educator Diversity Policy Oversight Council and Task Force to Diversify the Educator Workforce, established pursuant to section 10-156aa.

Interagency Impact

Check here if this proposal does NOT impact other agencies

Agency	N/A
Contact	N/A
Date Contacted	N/A
Status	N/A
Open Issues	N/A

Fiscal Impact

No Fiscal Impact

Budget Option Submitted

Include the section number(s) which have a fiscal impact and the anticipated impact:

State

No

Municipal

No

Federal

No

Other Information

If there is any additional information we should know, please detail below:

The proposed language update to the statute further ensures local and regional school boards are creating practices and policies that align with state efforts to increase the educator workforce, such as: develop intentional hiring systems and processes that start earlier, include a diverse group of stakeholders, and offer support to teams to identify and mitigate biases from within (Section 10a).

Legislative Language

Insert fully drafted bill below. Please use standard legislative drafting considerations, as published by LCO [here](#).

Section § 10-156jj of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2026):

- (a) [Not later than] Beginning [March 15, 2024] March 15, 2027, and biannually thereafter, each local and regional board of education shall submit a 2-year [the increasing educator diversity] aspiring educator recruitment plan described in subsection (a) of section 10-220 of the general statutes, as amended by this act, to the Commissioner of Education for review and approval.
- (b) The Commissioner of Education shall review each [increasing educator diversity] aspiring educator recruitment plan submitted pursuant to subsection (a) of this section. The commissioner may approve such plan or may return such plan to the local or regional board of education that submitted such plan with instructions to revise such plan. [Not later than May 15, 2024,] [a] Any such board shall revise such plan in accordance with such instructions and submit such revised plan to the commissioner for approval.
- (c) For the school year commencing July 1, [2024] 2027, and each school year thereafter, each local and regional board of education shall implement and monitor the [increasing educator diversity] aspiring educator recruitment plan approved by the commissioner pursuant to subsection (b) of this section. Each such board shall make such plan available on the Internet web site of such board and shall submit the approved plan through the Educator Data System (EDS) for reporting purposes.
- (d) The Department of Education shall make each [increasing educator diversity] aspiring educator recruitment plan available on the Internet web site of the department.



Agency Legislative Proposal

2026 Session

General Information

Agency	Dept. of Education
Proposal Name	Amendments to Provisions Relating to Regional School District Establishment
Legislative Liaison	Laura Stefon
Division Requesting Proposal	Legal and Governmental Affairs
Drafter	Matt Venhorst

Overview

Brief Summary of Proposal

This proposal amends the provisions to be included in the report of the temporary regional school study committee. Under the law, a temporary regional school study committee (“Committee”) is established pursuant to C.G.S. Sec. 10-39 when towns are considering possible regionalization. The Committee is charged with preparing a report to the SBE and participating towns as to the advisability of regionalization. The Committee’s report must comport with the requirements of C.G.S. Sec. 10-43, which requires, among other elements, proposed budget plans for the new regional school district. This proposal clarifies the elements to be included in this report and requires the following: (1) that the committee consider submitting its proposed budget plans to an independent third party to assess viability; and (2) that the report consider transition costs to the new regional district.

What problem is this proposal looking to solve?

It is intended to ensure that the budget proposals prepared by the temporary regional school study committee are reasonable, as determined by an independent third-party. It is also intended to ensure that the Committee consider transition costs to a new regional school district before determining that regionalization is advisable.

How does the proposal solve the problem?

It includes provisions encouraging the Committee to have proposed budget plans reviewed by a third party, and it requires the committee's report to address transition costs to a new regional school district.

Section by section summary:

Section #(s)	Section Summary
<i>See Brief Summary of Proposal</i>	
Statutory Reference	CGS 10-43(a)

Background

New Proposal Resubmission

Bill #(s)	Reason bill(s) did not move forward

Have there been any changes in federal laws or regulations that make this legislation necessary?

No

Have there been any changes in state laws or regulations that make this legislation necessary?

No

Has this proposal or a similar proposal been implemented in other states?

No

Have certain constituencies called for this proposal?

No

Interagency Impact

Check here if this proposal does NOT impact other agencies

Agency	N/A
Contact	N/A
Date Contacted	N/A
Status	N/A
Open Issues	N/A

Fiscal Impact

No Fiscal Impact

Budget Option Submitted

Include the section number(s) which have a fiscal impact and the anticipated impact:

State

No

Municipal

No

Federal

No

Other Information

If there is any additional information we should know, please detail below: N/A

Legislative Language

Insert fully drafted bill below. Please use standard legislative drafting considerations, as published by LCO [here](#).

Subsection (a) of Section 10-43 is repealed and replaced with the following (Effective Upon Passage).

(a) The committee shall, at least semiannually, make progress reports to the participating towns and the State Board of Education in such manner as the committee deems suitable. Upon completion of its study, the committee shall present a written report of its findings and recommendations to the State Board of Education and the town clerk of each participating town. If the committee finds that establishment of the proposed regional school district is inadvisable, its report shall include such findings and an explanation of the reasons for its conclusions. If the findings of the committee support the feasibility and desirability of establishing a regional school district, its report shall contain (1) the findings of the committee with respect to the advisability of establishing a regional school district, (2) the towns to be included, (3) the grade levels for which educational programs are to be provided, (4) detailed educational and budget plans for at least a five-year period including projections of enrollments, staff needs and deployment and a description of all programs and supportive services planned for the proposed regional school district, provided that the committee shall, where practicable, arrange for such budget plans to be reviewed or audited by an independent third party to determine viability of such plans (5) the facilities recommended, (6) estimates of the cost of land and facilities, (7) a recommendation concerning the capital contribution of each participating town based on appraisals or a negotiated valuation of existing land and facilities owned and used by each town for public elementary and secondary education which the committee recommends be acquired for use by the proposed regional school district, together with a plan for the transfer of such land and facilities, (8) a recommendation concerning the size of the board of education to serve the proposed regional school district and the representation of each town thereon, and (9) such other matters as the committee deems pertinent. Such report shall include a consideration of transition costs associated with the establishment of the proposed regional school district. The capital contribution of each participating town shall be in the same proportion to the total purchase price or negotiated value of the property transferred as the number of pupils in average daily membership of such town as defined

in section 10-261 for the school year preceding that in which the plan is approved by the State Board of Education bears to the total number of such pupils in the participating towns.



Agency Legislative Proposal

2026 Session

General Information

Agency	Dept. of Education
Proposal Name	Aspiring Educator Scholarship
Legislative Liaison	Laura Stefon
Division Requesting Proposal	Talent Office
Drafter	Laura Stefon

Overview

Brief Summary of Proposal

This proposal amends Section 10-156ii of the General Statutes to make the Aspiring Educators Scholarship open to a larger pool of applicants and making the scholarship in compliance with federal law.

What problem is this proposal looking to solve?

Currently this scholarship is only available to diverse students from Alliance Districts, which makes it out of compliance with Title VI, the Civil Rights Act of 1964, which prohibits discrimination based on race or color, or national origin.

How does the proposal solve the problem?

This proposal will open the scholarship to any student wishing to apply.

Section by section summary:

Section #(s)	Section Summary
Section 1	Amends 10-156ii to remove the reference to Alliance District and diversity.

Statutory Reference

10-156ii

Sec. 10-156ii. Aspiring educators diversity scholarship program. (a) There is established an aspiring

educators diversity scholarship program administered by the Department of Education. The program shall provide an annual scholarship to diverse students who (1) graduated from a public high school in an alliance district, as defined in section 10-262u, and (2) are enrolled in a teacher preparation program at any four-year institution of higher education. A diverse student may receive an annual scholarship in an amount up to ten thousand dollars for each year such diverse student is enrolled and in good standing in a teacher preparation program. As used in this section, "diverse" has the same meaning as provided in section 10-156bb.

(b) Not later than January 1, 2023, the department shall, in consultation with the chairpersons of the joint standing committee of the General Assembly having cognizance of matters relating to education, develop a policy concerning the administration of the scholarship. Such policy shall include, but need not be limited to, provisions regarding (1) any additional eligibility criteria, (2) payment and distribution of the scholarships to diverse students through the teacher preparation programs in which they are enrolled, and (3) the notification of students in high school in alliance districts of the scholarship program, including the opportunity to apply for a scholarship under the program while enrolled in high school and prior to graduation if such student will be enrolled in a teacher preparation program during the following fall semester at a four-year institution of higher education.

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

(d) The Commissioner of Education shall develop scholarship repayment criteria for recipients who are not employed as a certified teacher by a local or

regional board of education in the state following graduation from a teacher preparation program. Any amounts repaid to the department shall be deposited in the General Fund.

(e) The department may accept gifts, grants and donations, from any source, public or private, for the aspiring educators diversity scholarship program.

(f) Not later than January 1, 2024, and annually thereafter, the department shall develop a report that includes annual data on the race and ethnicity of the diverse students who receive a scholarship under the program and the teacher preparation program in which they are enrolled. The department shall submit such report to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a.

Background

New Proposal

Resubmission

If resubmission, please provide details below. Please also note any changes made since the last submission:

Bill #(s)	Reason bill(s) did not move forward
	This proposal did no pass last session in Section 1 of SB 1513.

Have there been any changes in federal laws or regulations that make this legislation necessary?

No

Have there been any changes in state laws or regulations that make this legislation necessary?

No

Has this proposal or a similar proposal been implemented in other states?

No

Have certain constituencies called for this proposal?

Yes Educational stakeholders and aspiring educators.

Interagency Impact

Check here if this proposal does NOT impact other agencies

Agency	N/A
Contact	N/A
Date Contacted	N/A
Status	N/A
Open Issues	N/A

Fiscal Impact

No Fiscal Impact

Budget Option Submitted

Include the section number(s) which have a fiscal impact and the anticipated impact:

State

No

Municipal

No

Federal

No

Other Information

If there is any additional information we should know, please detail below:

Legislative Language

Insert fully drafted bill below. Please use standard legislative drafting considerations, as published by LCO [here](#).

Section 1. Section 10-156ii of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2026):

(a) There is established an aspiring educators [diversity] scholarship program administered by the Department of Education. The program shall provide an annual scholarship to [diverse students] aspiring educators who (1) graduated from a public high school in [an alliance district, as defined in section 10-262u] the state, and (2) are enrolled in a teacher preparation program at any four-year institution of higher education. [A diverse student] An aspiring educator may receive an annual scholarship in an amount up to ten thousand dollars for each year such [A diverse student] An aspiring educator is enrolled and in good standing in a teacher preparation program. As used in this section, ["diverse" has the same meaning as provided in section 10-156bb] "aspiring educator" means an individual who is from an economically disadvantaged background [subgroup of the population that is underrepresented in the teaching profession in the state] and has committed to teaching in a subject area that has been identified as a teacher shortage area pursuant to section 10-8b, as amended by this act. "Economically disadvantaged background" refers to individuals or families with limited financial resources, as determined under criteria established by the commissioner.

(b) Not later than January 1, [2023] 2027, the department shall, in consultation with the chairpersons of the joint standing committee of the General Assembly having cognizance of matters relating to education, develop a policy concerning the administration of the scholarship. Such policy shall include, but need not be limited to, provisions regarding (1) any additional eligibility criteria, (2) payment and distribution of the scholarships to [diverse students] aspiring educators through the teacher preparation programs in which they are enrolled, and (3) the notification of students in high school [in alliance districts] of the scholarship program, including the opportunity to apply for a scholarship under the program while enrolled in high school and prior to graduation if such student will be enrolled in a teacher preparation program during the following fall semester at a four-year institution of higher education.

(c) For the fiscal years ending June 30, [2024] 2027, and each fiscal year thereafter, the department shall award scholarships in accordance with the provisions of this section and the guidelines developed pursuant to subsection (b) of this section.

(d) The Commissioner of Education shall develop scholarship repayment criteria for recipients who are not employed as a certified teacher by a local or regional board of education in the state following graduation from a teacher preparation program. Any amounts repaid to the department shall be deposited in the General Fund.

(e) The department may accept gifts, grants and donations, from any source, public or private, for the aspiring educators [diversity] scholarship program.

(f) Not later than January 1, [2024] 2028, and annually thereafter, the department shall develop a report that includes annual data on the [race and ethnicity of the diverse] economically disadvantaged background students who receive a scholarship under the program and the teacher preparation program in which they are enrolled. The department shall submit such report to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a.

.