



STATE OF CONNECTICUT

STATE DEPARTMENT OF EDUCATION



Series: 2024-2025
Circular Letter: C-1

TO: Superintendents of Schools

FROM: Charlene M. Russell-Tucker, Commissioner of Education

DATE: July 19, 2024

SUBJECT: Summary of Education-Related Legislation Enacted in the 2024 Regular Session

The Connecticut General Assembly has adjourned its 2024 Regular Session. The Connecticut State Department of Education (CSDE) is hereby providing you with a summary of the public acts passed during the regular session, and signed by the Governor, that appear to be of applicability and interest to school districts.

In reviewing this summary, please keep the following in mind:

1. This document does not describe every 2024 public act affecting the operation of a school district or provide every detail of the summarized acts. This is a summary of new legislation that was being tracked by the Department. Therefore, each superintendent or designated district leader should review the actual text of any act that may affect their district.
2. If you are viewing this document electronically, clicking the title of the act in the table of contents page will bring you to that section of the document; clicking the title appearing above each summary in the body of this report will allow you to view the full language of that act.
3. The summaries are organized by Public Act number.
4. Following the table of contents is a summary of each enacted bill. In some cases where only portions of a public act relate to K-12 education, only those sections of the act have been included in this summary.

If you have any questions, please contact Laura J. Stefon, Chief of Staff and Legislative Liaison, at 860-713-6493 or laura.stefon@ct.gov.

2024 Public Acts Affecting Education

Bill Number Public Act Number	Public Act Title	Page
SA 24-9 SB 327	<u>An Act Establishing a Task Force to Study the Effects of Hate Speech and Bullying on Children</u>	3
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PA 24-78 SB 14	<u>An Act Assisting School Districts in Improving Educational Outcomes, Implementing the Recommendations of The Department of Education and the Technical Education and Career System and Establishing Early Start CT</u>	9
PA 24-81 HB 5523	<u>An Act Concerning Allocations of Federal American Rescue Plan Act Funds and Provisions Related to General Government, Human Services, Education and the Biennium Ending June 30, 2025</u>	12
PA 24-82 HB 5003	<u>An Act Concerning Child and Family Nutrition</u>	14
PA 24-91 HB 5002	<u>An Act Concerning Early Childhood Care and Education</u>	16
PA 24-93 SB 154	<u>An Act Concerning Various and Assorted Revisions to the Education Statutes</u>	17
PA 24-118 HB 5262	<u>An Act Concerning Child Sexual Abuse</u>	18
PA 24-126 HB 5382	<u>An Act Concerning the Recommendations of the Office of The Child Advocate</u>	19
PA 24-151 HB 5524	<u>An Act Authorizing and Adjusting Bonds of the State and Concerning Provisions Related to State and Municipal Tax Administration, General Government and School Building Projects</u>	21

[An Act Establishing a Task Force to Study the Effects of Hate Speech and Bullying on Children](#)

This Act establishes a task force to study the effects and social impact of hate speech and bullying on children. The study includes (1) an analysis of the effects of hate speech and bullying on the mental and physical health and academic achievement of children; (2) an analysis of the settings and environments in which children are most likely to encounter and participate in hate speech or bullying; (3) an examination of whether children encounter hate speech or bullying that is perpetrated by children or adults, or both, in each such setting or environment; (4) an analysis of the factors that may contribute to a child's likelihood of encountering hate speech or bullying, and a child or adult's likelihood of perpetrating hate speech or bullying; and (5) recommendations for strategies to prevent, reduce and address the effects of hate speech and bullying in communities and schools in the state.

Not later than January 1, 2025, the task force shall submit a report to the General Assembly's Children's Committee.

[An Act Concerning Educator Certification, Teachers, Paraeducators and Mandated Reporter Requirements](#)

§§ 1 & 6 — CHANGES TO EDUCATOR CERTIFICATION

Simplifies the steps required to receive an initial educator certification for those going through an Alternative Route to Certification (ARC) program; prohibits granting any new provisional educator certificates (the middle level of three educator certificates) and makes the initial certification valid for 10 years; establishes new criteria for a professional educator certificate (the highest of the three current certificate levels) including permitting an alternate pathway to professional licensure instead of the master's degree requirement.

§§ 2 & 4 — BROADENING GRADES COVERED BY CERTAIN TEACHING ENDORSEMENTS

Broadens grades covered by certain teaching endorsements.

§ 3 — ELEMENTARY EDUCATION TEACHER PREPARATION PROGRAMS

Requires, beginning July 1, 2025, that elementary education teacher preparation programs be aligned with NAEYC standards and competencies for early childhood educators.

§ 5 — SUBJECT AREA ASSESSMENTS AND CROSS ENDORSEMENTS

Simplifies the process for certified teachers to gain an additional endorsement (i.e., "cross endorsement").

§ 7 — ARC PROGRAMS FOR SCHOOL SUPPORT STAFF

Allows CSDE to approve ARC programs that partner with an accredited university to provide a dual degree-plus-certification program for participants who hold an associate degree.

§ 8 — ARC PROGRAM ELIGIBILITY EXPANDED

Expands who may participate in an existing ARC program for people in alternate professions to include someone with at least five years of work experience requiring discretion and independent judgment in the field related to the teaching endorsement area.

§ 9 — ADVISORY COUNCIL FOR TEACHER PROFESSIONAL STANDARDS

Requires the council to advise the Connecticut State Department of Education (CSDE) commissioner, rather than the governor and State Board of Education (SBE); adds to the subjects for which the council must provide advice (e.g., equitable distribution of teachers); eliminates a requirement that the council advise on teacher preparation and certification and review and comment on certain regulations and standards.

§ 10 — CREATION OF THE CONNECTICUT EDUCATOR PREPARATION AND CERTIFICATION BOARD (Certification Board)

Creates the new 16-member Certification Board and charges it with modernizing and aligning educator preparation and certification to attract and retain diverse professionals into teaching, and developing proposals for regulations or legislation relating to educator preparation and certification; requires the board to submit its first annual report to the Education Committee by January 1, 2026.

§ 11 — Certification Board AND SBE CONSIDER AND APPROVE OR REJECT EACH OTHER’S PROPOSALS

Gives the Certification Board and SBE each the authority to develop standards and proposals for regulations and legislation relating to educator preparation and certification; requires each board to consider the proposals of the other board.

§ 12 — Certification Board DUTIES

Requires the Certification Board to develop proposals for regulations and legislation by July 1, 2025.

§ 13 — Certification Board REVIEW OF EDUCATOR REGULATIONS AND STATUTES AND CONTENT KNOWLEDGE AND ENDORSEMENT AREAS

Requires the Certification Board to review (1) educator preparation and certification regulations and statutes for obsolete or conflicting provisions; and (2) how the CSDE assesses certification candidates’ content knowledge within their endorsement area.

§ 14 — Certification Board TO DEVELOP STANDARDS FOR REVIEWING EDUCATOR PREPARATION PROGRAMS

Requires the Certification Board to develop/review criteria for educator preparation and Alternative Route to Certification (ARC) programs.

§ 15 — EDTPA

Beginning July 1, 2024, bans SBE from requiring teacher preparation programs to use edTPA for certain purposes; as of the same date, bans teacher preparation programs from using edTPA scores to prevent a student from completing their program.

§§ 16 & 17 — TECHNICAL HIGH SCHOOL AND TRADE OCCUPATIONS EDUCATOR CERTIFICATIONS

Creates and specifies requirements for new occupational subject and trade and industrial occupations educator certifications; allows for interim certifications under certain conditions.

§ 18 — FMLA FOR NONCERTIFIED SCHOOL BOARD EMPLOYEES

Reduces the number of work hours, from 1,250 to 950, that noncertified school employees need to qualify for unpaid family and medical leave benefits.

§ 19 — Certification Board ADMINISTRATOR

Requires the Office of Policy and Management (OPM), for FY 25, to reclassify one unfilled, authorized CSDE position in order to hire an administrator for the Certification Board.

§§ 20-38 — CHANGES TERM TO “PARAEDUCATOR”

Changes the terms “school paraprofessional,” “paraprofessional,” and “paraprofessional teacher aide” to “paraeducator” in various education-related statutes

§ 23 — NOTICE REQUIREMENTS BEFORE SPECIAL EDUCATION PLANNING AND PLACEMENT MEETINGS

Requires the notice school boards must give parents, guardians, or students before a special education planning and placement team meeting to include the rights the law provides them at these meetings.

§ 39 — GOVERNOR’S WORKFORCE COUNCIL

Adds a certified teacher to the council’s membership.

§§ 40 & 48 — PRELIMINARY INQUIRIES BY MANDATED REPORTERS

Specifies that (1) the mandated reporter law does not prohibit mandated reporters from making a preliminary inquiry to determine if reasonable cause exists for a report; and (2) this inquiry is not an abuse or neglect investigation by a school board.

§§ 40, 42-45 & 47 — MANDATED REPORTERS MINOR AND TECHNICAL CHANGES

Adds students in nonpublic schools to the list of students for whom the school employee specific mandated reporter provisions apply; reorganizes certain provisions on penalties for failing to make a report so that they appear in one statute rather than in two separate statutes.

§ 41 — IMMUNITY FROM LIABILITY

Extends immunity from criminal or civil liability to persons, institutions, and agencies that, in good faith, do not make a report.

§ 43 — FAILURE TO REPORT

Requires the Department of Children and Families (DCF) commissioner to assess mandated reporters’ failure to report within timeframes required by law, rather than investigate delayed reports as current law requires.

§ 46 — EMPLOYMENT HISTORY REVIEWS

Excludes, from the information that must be disclosed by school employment applicants’ previous employers, information about a substantiated abuse or neglect or sexual misconduct allegation if the substantiation was reversed in an appeal to DCF.

§ 49 — DCF TRAINING

Requires DCF to update its training program and refresher training for school employees.

§ 50 — ASPIRING EDUCATORS DIVERSITY SCHOLARSHIP PROGRAM

Makes the scholarship available to students who graduate from public high schools in alliance districts, rather than public high schools in priority school districts.

§ 51 — REPEALED REGULATIONS

Repeals numerous educator preparation program and certification regulations, effective July 1, 2026.

[An Act Concerning Education Mandate Relief, School Discipline and Disconnected Youth](#)

§§ 1 & 30 — EDUCATION MANDATE REVIEW ADVISORY COUNCIL

Establishes a 10-member Education Mandate Review Advisory Council; repeals a mandate working group established in 2023.

§§ 2-5 — IN-SERVICE TRAINING

Requires that (1) the manner and frequency of in-service training for certified educators be determined by the school board's professional development and evaluation committee; and (2) the required subject matter be provided at least once every five years; eliminates specified subject matter from in-service training that, generally, is addressed by other training requirements; restores in-service training requirements that inadvertently sunset in 2025.

§ 6 — LARGE ORGANIC MATERIALS GENERATORS

For public and private K-12 schools, (1) delays, from January 1, 2025, to July 1, 2026, the requirement for certain organic materials generators to separate the materials and recycle them; and (2) limits the requirement to buildings or facilities located within a 20-mile radius of a permitted source-separated organic material composting facility.

§§ 7 & 8 — RESERVE FUNDS

Allows local boards of education, rather than local boards of finance or other appropriating authorities, to deposit unexpended education funds into a nonlapsing account, subject to certain limitations described in the law; allows regional boards of education to create reserve funds for educational expenditures, rather than reserve funds for capital and nonrecurring expenditures.

§§ 9 & 10 — HIGH SCHOOL GRADUATION REQUIREMENTS

Delays the Free Application for Federal Student Aid (FAFSA) completion requirement to the graduating class of 2027 and exempts certain international students at endowed academies from the requirement; eliminates the option for school boards to require students to complete a one-credit mastery-based diploma assessment; eliminates the ban on partisan political activities counting as community service; adds physician assistants to the list of practitioners who may certify that a student should not participate in physical education.

§§ 9, 11 & 12 — STUDENT SUCCESS PLANS

Requires that student success plans consider enrollment opportunities in the Connecticut Technical Education and Career System.

§ 13 — IN-SCHOOL SUSPENSIONS

Reduces the maximum number of consecutive days for in-school suspensions from 10 to five.

§ 14 — STANDARD FOR EARLY GRADES OUT-OF-SCHOOL SUSPENSION

Changes the standard for out-of-school suspensions in early grades (preschool to second grade) and shortens the maximum out-of-school suspension for these grades from 10 to five days.

§ 15 — School Resource Officer (SRO) REPORTS

Clarifies to whom SROs must give investigation and intervention reports.

§§ 16 & 17 — SCHOOL CLIMATE SURVEYS AND CLIMATE IMPROVEMENT PLANS

Requires the social and emotional learning and school climate advisory collaborative to develop a (1) school climate survey standard; and (2) model school climate improvement plan.

§§ 18 & 19 — LOCAL SCHOOL CLIMATE STEPS

Requires school climate surveys either to (1) meet the school climate survey standards developed by the social and emotional learning and school climate advisory collaborative; or (2) use the state wide school climate survey developed by this collaborative allows a local school climate specialist to incorporate the model school climate improvement plan into their school climate improvement plan.

§ 20 — STATE DIRECTOR OF SCHOOL CLIMATE IMPROVEMENT

Requires CSDE to appoint a state director of school climate improvement.

§§ 21 & 22 — DISCONNECTED YOUTH

Requires P20 WIN to (1) develop a plan to establish a statewide data intermediary to assist nonprofits serving disconnected youth; and (2) annually report on disconnected youth to the legislature using specified data.

§§ 23 & 24 — YOUTH SERVICE BUREAUS (YSB)

Requires school boards, when requested by a YSB, to enter into an MOU on when students' educational records may be shared between the board and YSB; allows private youth-serving organizations to establish a YSB if they are designated to act as agents of one or more school boards.

§ 25 — CREDIT RECOVERY PROGRAMS

Requires school boards with a credit recovery program as part of their alternative education to allow certain students enrolled in a traditional school program to simultaneously enroll in the credit recovery program.

§ 26 — MODEL STUDENT WORK RELEASE POLICY

Requires the chief workforce officer to consult with the CSDE commissioner when updating the model student work release policy.

§§ 27 & 28 — WORKING GROUPS ON HIGH SCHOOL GRADUATION REQUIREMENTS, GRADING POLICIES, AND ACCOUNTABILITY INDEX

Allows (1) CABE to convene a working group to review high school graduation requirements; and (2) CEA and AFT-CT to jointly convene a working group to review high school grading policies and the accountability index.

§ 29 — BEREAVEMENT AND GRIEF COUNSELING SERVICES TASK FORCE

Establishes a 13-member task force on bereavement and grief counseling services.

[An Act Concerning School Resources](#)

§ 1 — INCLUDING MEDICAID CHILDREN IN CARE 4 KIDS

Expands eligibility for the Care 4 Kids program to include parents or guardians of children who are enrolled in Medicaid and adds them to the priority intake and eligibility list.

§§ 2-3 — OPEN CHOICE PROGRAM FOR NORWALK

Expands the Open Choice pilot program for Norwalk by making it ongoing and allowing students who reside in Darien, New Canaan, Wilton, Weston, and Westport to attend public school in Norwalk.

§ 4 — MEDICAID ENROLLMENT DATA SHARE

Requires the social services and early childhood commissioners to enter into an MOU to share Medicaid enrollment data for people applying to Care 4 Kids.

§ 5 — WHOLESOME SCHOOL MEALS

Pushes out the start date of the grant to FY 25; specifies CSDE may award up to five grants; extends the deadline for the final report to the Appropriations and Education committees.

§ 6 — SCHOOL INDOOR AIR QUALITY WORKING GROUP

Extends the deadline for the indoor air quality working group; adds members to the group; and expands the group’s mission.

§ 7 — HVAC INSPECTION AND EVALUATION

Extends the deadline for school boards to complete an inspection and evaluation of their HVAC systems from January 1, 2025, to June 30, 2031. In addition, it requires each board of education to inspect 20% of its schools each year until all schools have been inspected. Requires inspections and evaluations to be carried out by a certified testing, adjusting and balancing technician, an industrial hygienist certified by the American Board of Industrial Hygiene or the Board for Global EHS Credentialing, or a mechanical engineer and includes the minimum testing requirements.

§ 8 — STATE GRANTS FOR HVAC INSPECTIONS

Delays the start date, from July 1, 2024, to July 1, 2026, for when DAS cannot award an HVAC grant to an applicant that is not compliant with the inspection requirement.

[An Act Assisting School Districts in Improving Educational Outcomes, Implementing the Recommendations of The Department of Education and the Technical Education and Career System and Establishing Early Start CT](#)

§§ 1 & 2 — SDE LITERACY RESEARCH AND READING SUCCESS RESOURCES

Requires SDE’s Center for Literacy Research and Reading Success to make certain resources available to the faculty of teacher preparation programs; expands the requirement that SDE’s Office of Dyslexia and Reading Disabilities verify compliance with certain standards for educator preparation programs and applicants.

§ 3 — COMPLIANCE IN PROVISION OF INSTRUCTION IN SCIENTIFICALLY-BASED READING RESEARCH AND INSTRUCTION

Requires SDE to develop compliance measures and audit procedures to measure the compliance of educator preparation programs in the provision of instruction on scientifically-based reading research and instruction.

§ 4 — STATE-WIDE PROGRAM TO SUPPORT ADVANCED PLACEMENT STUDENTS

Requires SDE to conduct a study on the feasibility of establishing and administering a statewide program to support public high school students’ participation in advanced placement courses and provides a definition of “advanced course or program.”

§ 5 — STATE SEAL OF BILITERACY

Allows a broader range of schools to award the Connecticut State Seal of Biliteracy on their high school diplomas.

§§ 6 & 8 — GOODWIN UNIVERSITY MAGNET SCHOOLS (GUMS) TUITION AUTHORITY

Authorizes GUMS to charge tuition to boards of education whose students attend grades Kindergarten through 12 at a GUMS-operated school.

§ 7 — CONTINUOUS EMPLOYMENT AND TEACHER TENURE

Allows GUMS teachers hired from other districts to be considered continuously employed for purposes of rights and benefits.

§§ 9 & 10 — SHEFF MAGNET SCHOOL REQUIREMENTS

Renews until June 30, 2025, the (1) requirement that Sheff magnet schools meet the required enrollment standards; and (2) education commissioner’s authority to assess a financial penalty on noncompliant schools; makes technical changes.

§ 11 — CONNECTICUT-GROWN FOR CONNECTICUT KIDS WEEK

Requires CSDE to provide technical assistance and support for schools to arrange for interactions between students and farmers, including field trips and presentations, as part of Connecticut-Grown for Connecticut Kids Week.

§§ 12-16 — TRANSITION SERVICES AND PROGRAMS FOR STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

Modifies the statutory definition of “transition service;” transfers responsibility for developing and maintaining an accessible online listing of transition resources and services from SERC to SDE’s transition services coordinator; makes minor and conforming changes.

§§ 17-22 — CTECS CONFORMING CHANGES

Makes several changes to conform the law to current practice and CTECS’s establishment as an independent state agency.

§ 23 — CTECS AND TRANSITION SERVICES

Explicitly requires CTECS to provide and fund transition services; requires CTECS to convene a planning and placement team meeting for home-schooled special education students before they enroll in a CTECS school.

§§ 24 & 25 — EARLY START CT

Makes OEC responsible for operating and administering a state-funded early care and education system to coordinate and facilitate efficient delivery of early childhood care (“Early Start CT”).

§ 26 — FINANCIAL ASSISTANCE

Allows eligible entities to enter into a contract with OEC to receive state financial assistance to operate early childhood care and education programs under Early Start CT; establishes eligibility requirements and allows the OEC commissioner to consider certain criteria when determining eligibility; requires any contract to be made contingent upon available funding and a successful application to an OEC-issued

RFP; requires OEC to allocate a certain amount of funding for coordination, program evaluation, and administration; creates per-child and per-classroom rates for assistance by age.

§ 27 — LOCAL OR REGIONAL GOVERNANCE PARTNERS

Requires local or regional governance partners to represent each community receiving Early Start CT funds and the membership of each local governance partner to reflect the racial, ethnic, and socioeconomic composition of the town or region it serves and to consist of early care and education stakeholders; requires each local governance partner to (1) conduct a data-driven needs assessment for the town or region the partner serves; and (2) employ a staff liaison.

§ 28 — SLIDING FEE SCALE

Requires OEC to establish a sliding fee scale for families that are enrolled in Early Start CT.

§ 29 — UNEXPENDED FUNDS

Allows up to \$2 million in unexpended Early Start CT funds, beginning FY 25, to be used to (1) provide professional development for early care and education program providers; or (2) support early care and education programs in satisfying designated qualified staff requirements.

§ 30 — ACCREDITATION REQUIREMENTS

Generally requires any early care and education program receiving financial assistance under Early Start CT to be accredited or approved within three years of entering into an OEC contract.

§ 31 — DESIGNATED STAFF MEMBERS AND DESIGNATED QUALIFIED STAFF MEMBERS

Sets a schedule for OEC-funded early care and education programs to require certain qualifications for designated staff members.

§ 32 — COMPETITIVE GRANT PROGRAM

Requires the OEC commissioner to establish a state-funded competitive program for federal Head Start grantees to improve and increase access to Early Head Start and Head Start programs.

§ 33 — OEC REGULATIONS, POLICIES AND PROCEDURES

Requires OEC to implement policies and procedures needed to implement Early Start CT and other requirements under the bill while adopting regulations.

§ 34 — ALLOCATION OF FUNDS TO RESCS

Allows the OEC commissioner to allocate funds to (1) RESCs to provide professional development services, technical assistance and evaluation, and program planning and implementation activities; and (2) other entities, including boards of education.

§§ 35 & 36 — CHILD CARE HOMES AND CENTERS FOR DISADVANTAGED CHILDREN

Maintains current per-child grant amounts in FY 24 for certain children and requires OEC to pay in an individual grant a per-child rate, or an equivalent per-classroom rate, that the commissioner determines for FY 25.

§§ 37 & 38 — SCHOOL READINESS PROGRAM PER-CHILD COST LIMITATIONS

Extends the FY 25 cap on the per-child cost of OEC's school readiness program through FY 26; requires OEC's annual Head Start and Early Head Start grant allocations for FYs 25 and 26 to be in an amount determined under the per-child cost OEC is required to pay under § 35 of the bill.

§ 39 — FAMILY CHILD CARE HOME LICENSE EXPANSION

Allows the OEC commissioner to issue up to 20 licenses to maintain a family child care home anywhere in the state; removes the expiration date for all of the licenses the OEC commissioner issued under the family child care home license expansion.

§ 40 — SMART START COMPETITIVE GRANT PROGRAM

Removes the cap on annual operating expense grants under the Connecticut Smart Start program.

§ 41 — REPEALER

Repeals various sections related to school readiness programs in light of the bill establishing Early Start CT.

[An Act Concerning Allocations of Federal American Rescue Plan Act Funds and Provisions Related to General Government, Human Services, Education and the Biennium Ending June 30, 2025](#)

§§ 1-16, 19-21— ARPA ALLOCATION ADJUSTMENTS AND BUDGET PROVISIONS

Adjusts ARPA allocations and makes various other budget-related changes; please refer to the fiscal note for a summary of these sections.

§ 18 — NEEDS ASSESSMENT ON POSTSECONDARY EDUCATION PROGRAMS IN CORRECTIONAL FACILITIES

Requires OPM’s Criminal Justice Policy and Planning Division, in consultation with DOC, to do a needs assessment of the facilities, materials, and staffing required to deliver postsecondary education programs in correctional facilities.

§ 22 — STUDENT LOAN REIMBURSEMENT PILOT PROGRAM

Modifies eligibility requirements for the OHE Student Loan Reimbursement Pilot Program, including (1) expanding the program to students who have attended and graduated with an associate degree; (2) requiring the OHE executive director to establish hardship waiver qualifications and forms; and (3) requiring specific documentation from participants as part of their annual reporting requirements.

§ 36 — HUMAN SERVICES CAREER PIPELINE

Removes the July 1, 2024, deadline to establish the career pipeline program and requires the Chief Workforce Officer (CWO) to report on its plan for the program by that date; requires CWO to establish the pipeline program within available appropriations.

§§ 38 & 39 — INCOME LIMITS FOR HUSKY A PARENTS AND CARETAKER RELATIVES AND HUSKY C

Lowers the income limit for HUSKY A parents and caretaker relatives from 155% of FPL to 133% of FPL; reduces the scheduled October 1 HUSKY C income limit increase from 105% of FPL to 159% of the TFA monthly cash benefit.

§ 50 — ROBERTA B. WILLIS SCHOLARSHIP FUNDING

Makes several changes to a 2023-enacted allocation of Roberta B. Willis scholarship program funds, including that all ARPA funds allocated for the program be disbursed, rather than used, by December 31, 2024, and requires OHE to reserve up to \$15 million from the program’s FY 25 appropriation for disbursement during FY 26.

§ 52 — THE TRANSFORMING CHILDREN’S BEHAVIORAL HEALTH POLICY AND PLANNING COMMITTEE

Expands the Transforming Children’s Behavioral Health Policy and Planning Committee’s membership by adding two representatives from the federally recognized Indian Tribes in the state; extends, by two years, the committee’s reporting deadlines.

§ 53 — 2024-25 ACADEMIC YEAR CHANGES TO THE ROBERTA B. WILLIS SCHOLARSHIP PROGRAM

Prohibits OHE from requiring that Roberta B. Willis scholarship program need-based grants be reduced based on a student’s initial qualifications as determined from their FAFSA; pauses the requirement that the program’s need and merit-based grants be awarded in a higher amount than its need-based grants.

§§ 61-63 — MEDICAID COVERAGE FOR SCHOOL-BASED HEALTH SERVICES

Requires DSS to amend the Medicaid state plan to expand coverage for health care services provided to eligible students (1) by or on behalf of a LEA; and (2) in school nurse’s offices. Establishes an interagency coalition to coordinate and make recommendations to maximize federal funding for Medicaid-eligible health care services in public schools.

§ 75 — PACT PROGRAM

Expands the PACT Program’s eligibility to include transition program students; increases the program’s minimum award amounts; names the awards the “Mary Ann Handley Grant;” requires the Board of Regents for Higher Education’s (BOR) upcoming semesterly reports on certain program metrics by November 1, 2024, and March 1, 2025.

§ 87 — REPEAL OF STUDENT LOAN REIMBURSEMENT AND RELATED PROGRAMS

Repeals several student loan reimbursement, scholarship, and related programs.

§ 88 — REPEAL OF MULTILINGUAL LEARNER EDUCATOR INCENTIVE PROGRAM

Repeals the Multilingual Learner Educator Incentive Program.

§ 107 — HIGHER EDUCATION FINANCIAL SUSTAINABILITY ADVISORY BOARD

Establishes the Higher Education Financial Sustainability Advisory Board, designates its members, assigns the board powers and duties, and requires public higher education institutions and the UConn Health Center to submit certain information to the board at the chairpersons’ request.

§ 108 — EDUCATION MANDATE REVIEW ADVISORY COUNCIL

Modifies criteria for two of the council’s 10 appointees.

§ 110 — BOARD OF REGENTS FOR HIGHER EDUCATION (BOR) EXPANSION

Expands the BOR to include the Office of Policy and Management (OPM) secretary as an ex-officio, nonvoting member.

§§ 112-119 — REVISIONS TO MAGNET SCHOOL AND VO-AG CENTER FUNDING PROGRAMS; CREATION OF NEW CHOICE PROGRAM GRANT

Makes significant changes to education funding grant programs for (1) interdistrict magnet schools; and (2) regional agricultural science and technology centers (i.e., “vo-ag centers”); eliminates, for FY 25, the existing magnet school and vo-ag center grants, and replaces them with new grants under the choice program.

§ 120 — SUPPLEMENTAL FUNDING AMOUNTS FOR ECS, CHARTER SCHOOL, MAGNET SCHOOL, OPEN CHOICE, AND VO-AG CENTER GRANTS

Requires SDE to apportion the \$150 million appropriated for FY 25 for “Education Finance Reform” in specific amounts for (1) supplemental funds for the following grants: ECS, charter schools, interdistrict magnet schools, Open Choice Program, and agriscience and technology centers; and (2) grants for specific projects, programs, towns, and agencies.

§ 121 — PLAN TO CONVERT STATE BOARD OF EDUCATION INTO AN ADVISORY BOARD

Requires the education commissioner to develop a plan to convert SBE into an advisory board and make the education commissioner the department head.

§ 122 — ASSET AND CAPACITY MAPPING FOR NONPROFITS

Requires UConn’s School of Public Policy to conduct a study and comprehensive asset and capacity mapping for nonprofit organizations to support information-sharing and collaboration between nonprofits and communities; requires the school to provide an interim report and a final report to the Education Committee.

§ 123 — SDE DISTRIBUTION OF PARAEDUCATOR FUNDING

Sets a September 1, 2024, deadline for SDE to distribute to school boards the FY 23 amount allocated to the department from ARPA funding for paraeducator professional development.

§§ 124 & 126 — PARAEDUCATOR HEALTH INSURANCE PROGRAMS

Extends by one year an Health Savings Account (HAS) subsidy program for paraeducators and expands it to cover high deductible health plans for Medicare-eligible paraeducators; requires the comptroller to establish a one-year premium subsidy program for school boards that provide paraeducators with certain health plans; requires the comptroller and SDE commissioner to enter into an MOU related to these programs; repeals a program providing stipends to paraeducators to purchase a qualified health plan through Access Health CT.

§ 125 — SERC FUNDING ALLOCATION

Requires, rather than allows, the SDE commissioner to allocate funds to the State Education Resource Center.

§§ 232-242 — DEFICIENCY APPROPRIATIONS

Please refer to the [fiscal note](#) for a summary of these sections.

[An Act Concerning Child and Family Nutrition](#)

§ 1 — CROSS-ENROLLMENT PLAN FOR HUSKY A AND NUTRITION ASSISTANCE PROGRAMS

Requires DPH to collaborate with DoAg and DSS to develop a plan to streamline cross enrollment of children receiving HUSKY A insurance in the Special Supplemental Nutrition Program for Women, Infants and Children (WIC), Supplemental Nutrition Assistance Program (SNAP), and Connecticut Farmers’ Market WIC programs; requires the agencies to jointly create a simple fact sheet on these programs’ benefits, application instructions, and eligibility requirements and make it and program applications easily accessible to potential applicants; requires the agencies to report to the Environment, Human Services, and Public Health committees, by January 1, 2025, on the cross-enrollment plan and fact sheet.

§ 2 — DECREASING HUNGER IN THE STATE

Requires the DSS commissioner, by January 1, 2025, to collaborate with the DoAg, DPH, and SDE commissioners, to take certain actions to decrease hunger in the state.

§ 3 — CSDE CHILD NUTRITION OUTREACH PROGRAM

Requires CSDE to administer its child nutrition outreach program in collaboration with OEC and the two agencies to share relevant data between them.

§ 4 — WIC NUTRITION EDUCATION PROGRAMS

Requires the Department of Public Health (DPH) commissioner, to the extent Federal law allows, to permit WIC participants to complete SNAP nutrition education programs to meet the nutrition education requirement to keep WIC eligibility.

§ 5 — CONNECTICUT FARMERS' MARKET/WIC NUTRITION EDUCATIONAL MATERIALS

Requires the Department of Agriculture (DoAg) commissioner to annually develop and distribute to farmers' markets educational materials on the benefits to them in (1) accepting payment for products through WIC and SNAP; and (2) participating in the Connecticut Farmers' Market WIC program; requires DoAg to purchase equipment needed to allow participants in State nutrition assistance programs to make purchases at farmers' markets and loan or make it available to farmers' markets.

6 — DPH REPORT ON WIC PROGRAM EXPENDITURES

Requires DPH to annually report to the Human Services and Public Health committees on (1) the department's plan for expending funding to administer WIC for the next calendar year; and (2) a listing of how these funds were spent in the prior calendar year.

§ 7 — INTERAGENCY PLAN TO INCREASE ACCESS TO NUTRITION ASSISTANCE PROGRAMS

Requires DoAg, DPH, DAS, and DSS, by January 1, 2025, to jointly (1) develop a plan for nutrition-based programs that DoAg, DPH, or DSS administer on creating a common application, sharing data, and increasing automatic enrollment; and (2) report on the plan's status to the Appropriations, Environment, Human Services, and Public Health committees.

§ 8 — WORKING GROUP ON EXPANDING PARTICIPATION IN FEDERAL NUTRITION PROGRAMS

Requires the (1) Connecticut Commission on Women, Children, Seniors and Equity & Opportunity (CWCSEO) executive director to convene a working group to study and recommend strategies to expand participation in federal nutrition programs; and (2) working group co-chairpersons to report the group's recommendations to the Children's, Education, and Human Services committees by January 1, 2026.

§ 9 — STAGGERING SNAP BENEFITS

Requires the DSS commissioner to (1) contract with an outside vendor to update its SNAP benefits administration system to allow benefits to be staggered; (2) start staggering benefits to SNAP beneficiaries starting by March 1, 2026; and (3) annually report to the Human Services Committee, starting by April 1, 2026, on the staggered distribution of these benefits.

[An Act Concerning Early Childhood Care and Education](#)

§§ 1-2 & 13 — EARLY CHILDHOOD CARE AND EDUCATION FUND

Renames the Early Childhood Education Fund created in the FY 24-25 budget act the Early Childhood Care and Education Fund and establishes a framework for the fund's deposits and investments and the

State treasurer’s authority and powers on behalf of the fund; creates a 23-member advisory commission within the Legislative Department to, among other things, review and report on the fund’s financial health and status and prepare a five-year plan for its expenditures.

§ 3 — TRI-SHARE CHILD CARE MATCHING PROGRAM

Requires OEC, within available appropriations, to establish a Tri-Share Child Care Matching Program serving New London County in which child care costs are shared equally between participating employers, employees, and the State.

§ 4 — WAGE SUPPLEMENT PAYMENT PROGRAM

Requires OEC, for FY 25, to set up and administer a wage supplement payment program that provides one-time payments of at least \$1,800 to eligible early childhood education teachers and teacher assistants; requires OEC to use \$9 million of its FY 25 General Fund appropriation for Early Care and Education used for school readiness and child day care purposes for the payments.

§ 5 — SURPLUS LAND FOR EARLY CHILDHOOD CARE AND EARLY CHILDHOOD EDUCATION PROGRAMS

Requires the OEC commissioner to notify the OPM secretary if certain surplus State property can be used to provide early childhood care and education programs.

§ 6 — OEC LIABILITY INSURANCE COVERAGE DOCUMENT FOR CHILD CARE CENTERS

Requires the OEC commissioner to consult with a nonprofit organization to develop a document that explains the benefits of child care centers and homes maintaining liability insurance coverage and potential consequences of not having coverage; requires the document to be electronically distributed to child care facilities.

§ 7 — OEC DEVELOPMENTAL MILESTONES DOCUMENT

Eliminates the requirement that child care centers and homes that exclusively serve school-age children post a copy of an OEC-developed developmental milestones document in the center or home.

§§ 8-9, 11 & 12 — CARE 4 KIDS

Adds children under the care of a caregiver who receives subsidies under the subsidized guardianship program to the Care 4 Kids protective service class; repeals the Care 4 Kids program regulations and instead requires the OEC commissioner to (1) administer the program by implementing the Federal Child Care Development Fund program’s regulations; and (2) develop policies and procedures necessary to do so; requires the secretary of the state to correspondingly update the online compilation of State regulations.

§ 10 — BIRTH-TO-THREE SERVICES

Requires child care centers to allow a child with an individualized family service plan who is eligible to receive Birth-to-Three services to receive them on-site at a child care center or home.

[An Act Concerning Various and Assorted Revisions to the Education Statutes](#)

§§ 1 & 20 — PUBLIC SCHOOL ASSESSMENT AUDIT

Requires SDE to conduct an audit of public school student assessments and report on the audit to the Education Committee by January 31, 2026; repeals a similar provision in existing law.

§ 2 — OPEN CHOICE GRANT

Requires each Open Choice Program receiving school district to include its projected Open Choice grant amount in the board’s annual budget and projected revenue statement.

§§ 3-5 — RACIAL IMBALANCE LAW

Suspends enforcement of the State’s school racial imbalance law until July 1, 2025.

§ 6 — EPINEPHRINE TRAINING

Requires certain paraprofessionals to annually complete training in emergency epinephrine administration.

§ 7 — BANS REQUIRING A PARENT TO PARTICIPATE IN SCHOOL ACTIVITIES AS A CONDITION OF THE STUDENT’S ENROLLMENT

Bans school boards from requiring parent participation at school as a condition of student enrollment.

§ 8 — PARTNERSHIPS BETWEEN HIGH SCHOOLS AND COMMUNITY-TECHNICAL COLLEGES

Requires regional community-technical colleges to establish collaborative counseling partnerships with school districts for careers, curricula alignment and evaluation, and student outcome support.

§ 9 — EXEMPT CHILD CARE PROVIDERS AND EMERGENCY EPINEPHRINE ADMINISTRATION

Allows child care providers who are exempt from licensing to administer epinephrine for emergency first aid to a child with an allergic reaction who does not have a prior written parent approval.

§ 10 — ECS GRANT ESTIMATES FOR TOWNS

Requires, by December 31 of each year, SDE to provide all towns with their education cost sharing (ECS) grant amount estimate for the following fiscal year.

§ 11 — PARENTAL NOTIFICATION OF STUDENT BEHAVIOR CAUSING DISRUPTION OR HARM AND BEHAVIOR INTERVENTION MEETING

Creates two new parental notifications related to student behavior.

§ 12 — EXPULSION HEARING NOTICE

Requires that the five day notice period for an expulsion hearing not include the day of the hearing in the five days.

§ 13 — CIVICS AND MEDIA LITERACY TASK FORCE

Adds two student members to the task force, one from a Connecticut high school and one from a Connecticut higher education institution.

§ 14 — SPECIAL EDUCATION TASK FORCE

Adds a representative of the Connecticut Council of Administrators of Special Education to the task force; requires that this appointee serve as the task force’s third chairperson.

§ 15 — ORIENTATION FOR SCHOOL NURSES

Requires that professional development programs or activities for new school nurses or nurse practitioners include an orientation to school health services.

§ 16 — DEADLINE FOR SUBMITTING AUDIT DATA REVISIONS TO SDE

Delays, from December 31 to January 31, the date by which (1) school boards must submit to SDE revisions to their returns of receipts, expenditures, and statistics; and (2) an independent public accountant must certify the returns.

§ 17 — EXCESS COST GRANT CALCULATIONS

Requires that excess cost grant calculations for school boards include all expenditures incurred by the board under a contract with a private provider of special education services during the school year in which the services are provided.

§ 18 — SCHOOL PLAYGROUND DESIGN

Requires school boards to conform the design of any school playground designed on or after July 1, 2025, to the principles of universal design.

§ 19 — READING LEADERSHIP IMPLEMENTATION COUNCIL

Requires that members' initial terms expire on June 30, 2024, and that subsequent appointments be made by July 1, 2024.

[An Act Concerning Child Sexual Abuse](#)

§ 1 - SEXUAL ABUSE AND ASSAULT AWARENESS PREVENTION SURVEY

Requires DPH to include the sexual abuse and assault awareness prevention survey for administrators that was created as a part of the statewide sexual abuse and assault awareness and prevention program described in section 17a-101q each time it administers the Connecticut School Health Survey. The bill requires each survey to be distributed to and completed by the school's administrators. The administrator's survey results must be submitted to DPH at the same time as the student survey results.

§§ 2 – 10 - CHILD SEXUAL ABUSE MATERIAL

Replaces the term "child pornography" with "child sexual abuse material" in statutes that define the term and criminalize the possession, importation, and transmission of this material. These offenses include 1st, 2nd, and 3rd degree possession; importing; and possession and transmission by a minor. In changing the terminology, the bill retains the elements of, and penalties for, these crimes.

§ 11 - TASK FORCE TO STUDY THE RESPONSIVENESS OF STATE AGENCIES AND THE JUDICIAL BRANCH TO CHILD SEXUAL ABUSE ISSUES

Establishes a 22-member task force to study certain state agencies' and the judicial branch's responsiveness to child sexual abuse issues. Not later than July 1, 2025, the task force shall submit a report on its findings and recommendations to the joint standing committees of the General Assembly having cognizance of matters relating to children and the judiciary.

§ 12 - OCA REVIEW OF STATE AGENCY PRACTICES AND PROCEDURES

Requires the Office of the Child Advocate, By January 1, 2025, to (1) review state agency practices and procedures for ensuring the care and protection of minors in Probate Court guardianship proceedings; and (2) report to the joint standing committees of the General Assembly having cognizance of matters relating to children and the judiciary concerning the adequacy of the practices and procedures.

[An Act Concerning the Recommendations of the Office of The Child Advocate](#)

§ 1 — STATE ADVISORY COUNCIL ON CHILDREN AND FAMILIES (SAC)

Increases the size of the SAC to 19 members and expands the SAC's duties by requiring it to conduct (1) a review of the Department of Children and Families (DCF) data on child safety, well-being, and permanency plans at least twice per year; and (2) an annual evaluation to determine the extent to which DCF is discharging its child protection responsibilities under state and federal law. It also sets forth six areas which shall be prioritized by the SAC in implementing its duties.

§§ 2 & 5-7 — PERMANENCY PLANNING

Under existing law, DCF must include certain information in all documents entitled "Study in Support of Permanency Plan" or "Status Report for Permanency Planning Team," unless otherwise directed by the Juvenile Court. This bill requires DCF to include seven additional categories of information in these documents.

§§ 3 & 4 — DCF RECORDS DISCLOSURES

DCF must disclose its records to certain persons or entities without the subject's consent (e.g., to any individual or entity for the purposes of identifying resources to promote the permanency plan of a child or youth). Section 3 amends the law to require, rather than allow, DCF to disclose records to any individual, upon his or her request, when the information concerns an incident of abuse or neglect that resulted in the fatality or near fatality of a child or youth subject to the conditions and limitations set forth in the statute. DCF may withhold disclosure if it determines that disclosure may result in harm to the subject of the records, the subject's family, or the individual who made the report, or if disclosure interferes with a pending criminal investigation.

§ 5 — TRIAL HOME VISITS

This Section provides that if the court approves a permanency plan that provides for reunification of the child or youth with such child's or youth's parent or guardian, the Commissioner of Children and Families may authorize a trial home visit prior to the revocation of the order of commitment and delineates related procedures and conditions.

§ 6 — REQUIREMENTS IN CERTAIN PROCEEDINGS

In proceedings concerning a foster child living with a foster parent, prospective adoptive parent, or relative caregiver, the notice of the proceeding shall include the Internet web site address for any proceeding that will be conducted on a virtual platform. In proceedings under Section 46b-129, the Department of Children and Families shall provide, in addition to other notices, notice to the attorney for the child and any guardian ad litem for such child, of new reports of abuse or neglect, whether the report(s) resulted in an investigation, and the results of the investigation. If a child or youth is placed in out-of-home care, the Commissioner of Children and Families shall include in any report to the court: whether the department has received the most recent information from service providers as to the child's needs; whether a child under age three was screened for developmental and social delays; whether any were identified; whether the child referred to a birth to three program; the dates of administrative case review and permanency team meetings; and information concerning any new report alleging abuse or neglect or new criminal charges against any parent or guardian.

§§ 7 & 8 — ROLE OF ATTORNEY OR GUARDIAN AD LITEM (GAL) DURING CHILD ABUSE AND NEGLECT CASES

Before issuing an order affecting the legal status or placement of a child in any temporary custody or permanent guardianship proceeding, the court must confirm that: (1) the child’s attorney has obtained a clear understanding of the child’s situation and needs, as described in the federal Child Abuse Prevention and Treatment Act; (2) the child’s guardian ad litem has performed an independent investigation of the case and is prepared to present information pertinent to the court’s determination of the child’s best interests; and (3) any attorney or guardian ad litem for the child has (a) communicated regularly with the child, or, if the child is nonverbal, the child’s caregivers and service providers, or (b) visited with the child frequently enough to be informed of the child’s situation and needs. In any proceeding to review, modify, terminate, or extend an order of protective separation, DCF shall file with the court information concerning whether it has received up-to-date information from providers concerning the child’s needs, whether the child has received recommended services from such providers, the concerns of the providers, information concerning new reports of abuse or neglect, investigations, and findings of investigations, new criminal charges against a parent, and for a child under age three, whether the child was screened for developmental and social delays, whether delays were identified, and whether the child was referred to a birth-to-three program.

§§ 9 & 10 — WORKING GROUPS

Creates two working groups: one to review data and information regarding the effectiveness of the Department of Children and Families in discharging its child protection responsibilities and to develop a plan for the public dissemination of such data and information on a regular basis, and the second to review the delivery of legal services to children in child protection proceedings in the state.

§§ 11 & 12 — TITLE IX COMPLIANCE TOOLKIT

PA 23-26 required the Commission on Women, Children, Seniors, Equity and Opportunity (CWCSEO) to convene and lead a working group to identify or develop a Title IX compliance toolkit for use by local and regional boards of education, students, and students’ parents and guardians. The Act extends the deadline by which the working group must submit the Title IX compliance toolkit to the joint standing committee of the General Assembly having cognizance of matters relating to children six months from July 1, 2024, to January 1, 2025. Correspondingly, under the bill the task force must terminate on the later of the date it submits the toolkit or January 1, 2025, rather than July 1, 2024, as under current law. The bill also extends the date by which the Department of Education must distribute the Title IX compliance tool kit to local and regional boards of education and provide technical assistance in the implementation of the tool kit from October 1, 2024 to April 1, 2025.

[An Act Authorizing and Adjusting Bonds of the State and Concerning Provisions Related to State and Municipal Tax Administration, General Government and School Building Projects](#)

§§ 110 & 111 — YOUTH SPORTS GRANT PROGRAM

Creates a youth sports grant program to give grants to distressed municipalities to support the operating costs of nonprofit youth sports organizations; funds the program with 2% of the state’s revenue from amounts paid to the state by licensed master wagering licensees from online or retail sports wagering.

§ 143 — ARTIFICIAL INTELLIGENCE TOOL PILOT PROGRAM

Requires the State Department of Education (SDE), for the fiscal year ending June 30, 2025, to administer an artificial intelligence educational tool pilot program to award grants to five school boards to assist such school boards in implementing an artificial intelligence tool selected by the commissioner

for classroom instruction and student learning. The boards selected must include at least one rural, one suburban, and one urban district and reflect the racial and ethnic diversity of the state. The bill also defines artificial intelligence for purposes of the pilot program.

§ 144 — ARTIFICIAL INTELLIGENCE PROFESSIONAL DEVELOPMENT FOR TEACHERS

Requires SDE to provide professional development for educators participating in the artificial intelligence educational tool pilot program.

§ 145 — MODEL DIGITAL CITIZENSHIP CURRICULUM

Requires SDE, not later than January 1, 2025, in collaboration with the Commission for Educational Technology established pursuant to Section 4d-80, to develop a model digital citizenship curriculum for grades kindergarten to 12 and sets requirements for the curriculum.

§ 151 — PRIORITY LIST GRANT COMMITMENTS

Authorizes the Commissioner of Administrative Services to enter into grant commitments on behalf of the state for 11 public school building projects.

§§ 152-154 — PRIORITY LIST REQUIREMENTS

Requires that the priority list include additional information about enrollment projections; clarifies that a refund may not be required if a school building project is redirected to a public use during the grant amortization period; eliminates requirement that DAS assign to school building projects a category specified in the statute; modifies local authorization requirements and reasons for which DAS may disapprove an application.

§§ 155 & 156 — REIMBURSEMENT RATE INCREASES FOR CERTAIN EARLY CHILDHOOD PROJECTS

Increases the reimbursement rate bonus to 15 percentage points for certain elementary and early childhood projects; establishes a new 15 percentage point bonus for buildings used exclusively for early childhood care and education.

§ 157 — INCLUSIVE MUNICIPALITY DESIGNATION

On and after July 1, 2024, school boards seeking a five-percentage point reimbursement rate increase for being in an “inclusive municipality” must give DAS a written determination issued by the Commissioner of Housing that the municipality in which the school building project is to occur has been deemed to be an inclusive municipality within the time specified in the statute.

§ 158 — GRANTS TO ENDOWED ACADEMIES

Eliminates a requirement that, in order to receive a grant, at least half of an endowed academy’s governing board must be representatives of the board or boards of education that designated the endowed academy as the high school for the board’s town.

§§ 159, 161 & 164 — PROGRAM ADMINISTRATION

Replaces certain references to Commissioner of Education or State Board of Education in the school building project statutes with references to Commissioner of Administrative Services. Eliminates the authority of the State Board of Education to prescribe certain rules and regulations.

§ 160 — ENERGY FUNDS AND SCHOOL CONSTRUCTION GRANTS

Excludes certain energy-related funds from the state funds that must be subtracted from the total project cost for a school building project computed under Section 10-286 and authorized pursuant to Section 10-283 when calculating a school construction grant after July 1, 2024.

§ 168 — SCHOOL BUILDING COMMITTEE MEMBERSHIP

Requires that school building committees established to undertake a school building project as defined in Section 10-282 include the school board chair or a designee.

§§ 169 & 170 — INDOOR AIR QUALITY GRANTS

Makes regional educational service centers, endowed academies approved by the State Board of Education, and state charter schools eligible for heating, ventilation, and air conditioning system grants; delays, from July 1, 2024, to July 1, 2026, the start of the prohibition on DAS awarding a grant to an applicant that is not compliant with the inspection requirement of an existing heating, ventilation, and air conditioning system; requires DAS to reconsider in FYs 25 and 26 grant applications which were submitted by local and regional boards of education and regional educational service centers prior to July 1, 2024, which were denied; earmarks up to \$15,000,000 of an existing bond authorization for grants to purchase equipment and materials for constructing and installing individual classroom air purifiers, provided that not more than \$11,500,000 shall be used by the University of Connecticut in the manner set forth in the statute.

§§ 173-175 — RENEWABLE TARIFF FOR SOLAR IN SCHOOLS

Requires the Public Utilities Regulatory Authority not later than January 1, 2025, to initiate a docket to establish a program to encourage the installation of solar photovoltaic systems and energy storage systems at public schools.

§ 176 — SOLAR FEASIBILITY STUDY

Effective July 1, 2025, generally requires school boards, before submitting a priority list application, to have a solar feasibility assessment performed for the school building that is the subject of the application, unless the school building already utilizes solar energy.

§§ 177-209 — SCHOOL CONSTRUCTION PROJECT EXEMPTIONS, WAIVERS, AND MODIFICATIONS

Exempts school construction projects in 25 towns and one regional school district from statutory and regulatory requirements to allow these projects to, among other things, qualify for state reimbursement grants, receive higher grant reimbursement percentages, or have their projects reauthorized due to a change in scope or cost.