



Responses to Joint Boards of Selectmen and Finance

Budget Questions

March 5, 2018

Mr. Mitola

1. Can they identify over the last three years how many certified staff left Fairfield to teach in other districts? And if they can so identify then can they give a reason(s)?

Not at this time.

How many unfunded mandates is the BOE required to comply with and can the BOE quantify the costs in money and time?

Please see attached.

3. In contract negotiations are they aware of any districts where teacher unions agreed to a zero % increase in any one year of an agreement? For example, if a union agreed to a three year deal whether in anyone of those years there was an agreement to take a zero wage increase and what the increases were for the other years. I would request that districts similar to Fairfield be looked at.

The only district where teachers agreed to a "hard zero" was New Britain. Other Districts similar to Fairfield that are listed on the attached data sheet are Redding, Region 9, and Easton (all DRG A) and Granby (DRG B).

Ms. Zezima

1. How many planned retirements are there? 19

2. What does she anticipate in the way of special ed funding from the state?

Excess Cost Provision is estimated at \$3,986,582

Mr. Kiley

I recall speaking against portables way back, starting with my RTM years (1993-1997) and continuing the conversation through my BoF years (1997-2013) and to the BoS. How many did we have back in the early/mid 90s, and where are we today, including the 5 at MH. Just a quick history lesson for reference...

On July 1, 2002, there were 61 portable (temporary) classrooms. The facility plan was developed to get rid of all portables over a long-term plan, which is what we have been working on.

To date, we have 13 portables in the district.

- *5 at Holland Hill*
- *5 at Mill Hill*
- *1 at Sherman*
- *1 at Jennings*
- *1 used for our internal Transportation Offices at One Rod Highway.*

What Will Our Children Lose Coalition Report on State Unfunded Mandates – January, 2017

For many years school districts have raised concerns with the legislature and the Governor's office about unfunded state mandates. Although some of the mandates have provided quality improvements for our staff and students, many come with significant costs (i.e. explicit outlay of funds and/or required staff time). Unfunded or underfunded mandates create hardships on our school districts and their residents. Although most stakeholders agree that such mandates are costly, it has been difficult to identify and quantify the cost of educational mandates

In order to assist with this effort, our coalition performed the following:

1. Using a legal firm, we made a review of educational statutes (Title 10) and others to identify state imposed mandates. Such a review generated a list of 380 mandates.
2. We examined the list and reached a consensus of coalition members that five mandates would be further analyzed and costs estimated.
3. We then sent a survey to all school districts asking them to provide cost information in terms of funds and staff time to comply with the mandates. Of the 164 public school districts in Connecticut, 50 responded (30% response rate)
4. Key comments and average annual cost information (per district) from the survey are summarized below:

Mandate: Include an administrator in each PPT meeting (CGS 10-76ee)

Comment: Many experienced staff with expertise in special education attend these meetings so requiring an administrator to attend each meeting is clearly legislative overreach. Administrators are already overburdened with many responsibilities and we believe this is one where their presence is not always needed and that the district would be better served if the administrator spent time on other district priorities.

Recommendation: eliminate mandate

Average annual cost information: 965 hours; \$91,000

Mandate: Each certified staff must participate in professional development (PD) of at least 18 hours at no cost to employee (CGS10-148a).

Comment: A task force is already reviewing PD requirements.

Recommendation: Support task force findings and recommendations.

Average annual cost information: 4,742 hours; \$376,500

Mandate: Conduct an instructional time and usage study to maximize student learning and community use of facilities (CGS10-214)

Comment: This mandate is not needed since most schools already perform such tasks as part of their facility scheduling. In addition, many schools have specific policies for facility use and make use of software to schedule space needs and outside requests.

Recommendation: Eliminate mandate

Average annual cost information: 191 hours; \$13,600

Mandate: Provide for advanced placement course program (CGS 10-221r)

Comment: We support AP course programs. We do feel such programs should be addressed as part of an overall curriculum review.

Recommendation: Create a task force to examine all curricula requirements and needs.

Average annual cost information: 2,450 hours; \$174,700

Mandate: No person shall apply a lawn care pesticide on the grounds of any public or private preschool or public or private school with students in grade eight or lower except in an emergency (CGS 10-23b).

Comment: Prior to the adoption of this law, a very successful program, Integrated Pest Management (IPM), was used for the safe and judicious use of pesticides on school grounds. IPM is endorsed by the Federal Environmental Protection Agency and requires extensive training and communication before applying pesticides.

The current law is ineffective and has often caused field deterioration and, in some cases, resulted in unsafe and unplayable surfaces.

Recommendation: eliminate this mandate and return to the use of the highly successful, safe and cost effective IPM.

Average annual cost information: 175 hours; \$22,500

In addition to the above five mandates, we also would like to point out that the requirement to provide free transportation for public school students is a very costly mandate. We estimate that the cost of this mandate for public school districts for the fiscal year ended June 30, 2015 was \$454,212,000 statewide. On average, this is \$2,770,000 per district and represents over 6% of a school district's budget. Historically, this cost was partially offset by a state transportation grant. Over the years, this grant funding was reduced and, in 2016, was completely eliminated. As a result, local education budgets have to fully fund transportation to the detriment of other programs.

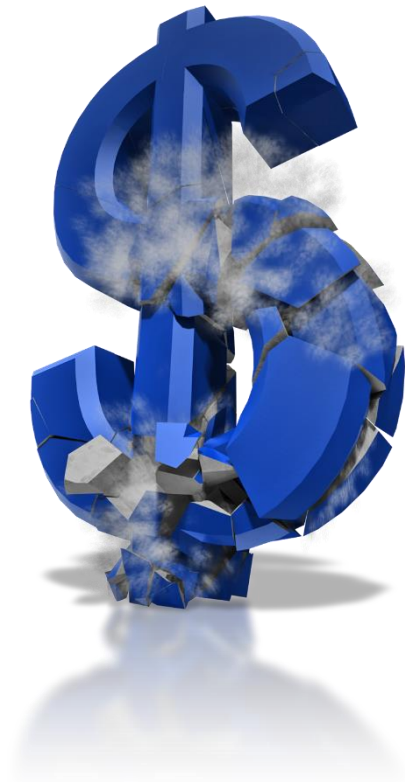
Finally, meeting the needs of all students is a critical responsibility of all schools. This is especially true for providing services to children with special needs. We support fully programs to provide appropriate education for all students. However, it is important to point out that the cost of providing special education services is significant. For the school year ended June 30, 2015, special education for public school districts totaled \$1,812,200,000. The average is \$10,983,000 (ranging from \$300,000 to \$76,000,000) per district, which represented 22.6% (ranging from 12% to 39%) of a district's budget. State funding for Special Education has been underfunded for many years. This places increasing burden on the local communities to meet these important mandates. The State should keep all its funding commitments.

Summary

It is hoped this report provides some additional information to help quantify that unfunded mandates, often with the best of intentions, do negatively impact our schools. We do ask that the legislature not pass any future mandates unless full funding is provided by the state.



2016



UNFUNDED MANDATES

CURRENT YEAR DETAIL & HISTORICAL SUMMARY

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UNFUNDED MANDATES

According to the [Connecticut Conference of Municipalities](#), there are more than 1,200 unfunded or only partially funded mandates that have been passed down to cities and towns costing local taxpayers millions of dollars each year. As municipalities struggled to make ends meet through a deep recession, the state mandates increased to record levels. Hundreds of positions were eliminated across the state in an effort to keep tax increases to a minimum, leaving fewer staff members to do the work required by the mandates. According to [COST \(Connecticut Council of Small Towns\)](#), an additional \$34,669,955 in state funding will be provided to magnet schools, making this yet another year with double digit increases to magnet and charter schools. While many thought after the historical education reform legislation passed in 2012, there would be fewer annual mandates, but that has not been the case. The list below is a partial list of unfunded mandates followed by detailed summary of legislative action taken in 2015 that will impose many more costly mandates that have no funding attached.

HISTORICAL LISTING (In No Particular Order)

GENERAL

School Records and Retention
Strategic School Profiles (SSP) data collection/reporting
Safety and Security Analysis and Mitigation Plan
2012 Education Reform Act (PA 12-116)
Regional Calendar
Public Act No. 13-161 An Act Concerning Pool Safety at Public Schools
P.A. 14-66: An Act Concerning Youth Athletics and Concussions
P.A. 14-229 An Act Concerning the Expungement of a Pupil's Cumulative Education Record
P.A. 14-196: An Act Concerning a State-Wide Sexual Abuse and Assault Awareness Program
P.A. 14-234: An Act Concerning Domestic Violence and Sexual Assault
Public Act 15-141, An Act Concerning Seclusion and Restraint in Schools
Public Act 15-168, An Act Concerning Collaboration Between BOE and SRO
Public Act 15-215, Various Revisions and Additions to The Education Statutes
PA 15-341 - Superintendent Reports On Teacher Evaluations
PA 15-168 requires a board with an SRO to enter into a (MOU) with the local police department
Public Act 15-96, An Act Concerning Out-Of-School Suspensions

CURRICULUM

No Child Left Behind Act, NCLB
Smarter Balance Assessments-Math & ELA (Gr. 3-8, II)
Summer School or other supplemental services for intervention
Promotion/Graduation Requirements
Internet Protection Act for Children
Five Year Technology Plan
CAPT Readiness Computer Certification
ED-166: Discipline Offense Report
ED-165: Data Reporting - Technology
ED-540: Graduation Class Report

ED-612: Language Assessment Data Collection (4 weeks)
CAPT Testing, Grade 10 / Grade 11
CMT Testing - Prep. for Science testing, Gr. 5, 8
Physical Exercise Requirement for Grades K-5
Connecticut English Language Arts Standards Implementation
Connecticut Mathematics Standards Implementation
Connecticut Social Studies Standards implementation
Connecticut Science Standards Implementation
Public Act 15-17, An Act Concerning Labor & Free Market Capitalism Curriculum

Partially Funded

Adult Education/Continuing Ed (To Town Government)

HCD

Professional Learning / Mandated Training

Annual OSHA Training: Asbestos Awareness, Fire Ext, Ladder Safety, Lockout tag-out, etc.

Teacher/Administrator Evaluations

Asbestos Training for Building/Grounds staff

Background checks and fingerprinting

BEST Program

Blood Borne Pathogen Training

Certified staff - Tracking and Reporting

C.G.S. 10-145: Administrators and Teachers must have appropriate certification

C.G.S. 10-153: Administrators, Teachers and Classified employees collective bargaining rights.

Salary & benefits determined by this process, number of staff determined by BOE

Professional Development Requirements - Replaces Continuing Education Units (CEUs)

CPR/ First Aid and Heimlich Training

Drug Education

Restraint Training for Special Ed and Support Staff

Family & Medical Leave Act

Freedom of Information (FOI) Training

Sexual Harassment Training

Wellness Policy

Workers' Compensation

Unemployment

Family and Medical Leave Act (FLMA)

Kindergarten-Through-Grade-Three Reading Plan

District Professional Development Committees
 ED-156: Fall Hiring Survey
 ED-162: Non-Certified Staff
 ED-163: CT School Data Report
 ED-172: Request 90 Day Certification
 ED-1723: Request Temporary Authorization for Minor Assignments
 ED-175: Special Waiver for Substitute
 ED-177: Request Durational Shortage Area Permit
 ED- 186: Application - Temp./Emergency coaching Permits
 Public Act 15-232, Trauma-Informed Practice Training for Teachers, Administrators
 Public Act 15-94, An Act Concerning the Inclusion of Cardiopulmonary Resuscitation Training
 Training for all staff in The Safe Use of Social Media And Computer Programming Instruction
 Public Act 15-134, An Act Concerning Early Childhood Educators and Initiatives

Partially Funded

TEAM Program (new teacher mentor program)

STUDENT SERVICES

Hepatitis B Screening
 School Medical Advisor
 Student Physicals/Immunizations (Gr. K, 7, 10)
 Student Vision Screenings
 Student Hearing Screenings
 Student Scoliosis Screenings
 Medical Equipment Requirements
 SEDAC (Special Ed information System)
 Special Education Due Process Hearings
 PPT - Administrator and Staff Attendance (Related Coverage)
 Youth Suicide Prevention Programming
 504 Accommodations
 RTI/SRBI - Response to Intervention
 Wellness Committee
 Alternate Education for Expelled Students
 Bullying Policy (investigation/record keeping/follow-up)
 Child Abuse Reporting
 Truancy Reporting (10 per year)

ED-236: Immigrant Student Survey Report
ED-238: Emergency Immigrant Ed Progress Report
TAG Identification
P.A. 14-172; Improving Employment Opportunities and Ensuring Safe School Climates
P.A. 14-176: Storage and Administration of Epinephrine at Public Schools
Public Act 15-157, An Act Concerning Developmental Screenings for Children
Public Act 15-209, Transitional Services for Youth with Autism Spectrum Disorder
Public Act 15-225, An Act Concerning Chronic Absenteeism
Public Act 15-971 An Act Concerning Students with Dyslexia
Public Act 15-133, An Act Concerning Alternative Education

Partially Funded (Barely 10% of the 40% required by law)

IDEA Mandated Special Education Programs and Transportation (Age 3 to 21)
Specialized staffing requirements (Psychologists, OT/PT, Nurses, Tutors, Specialists)
NCLB requirement that special needs students' performance equal non-disabled peers.
English Language Learners -- ELL

FINANCE & OPERATIONS

FINANCE

Submit Federal and State Withholding/PICA/Medicare Taxes by pay period
File Quarterly 941 tax report with the Federal Government
File Quarterly and Annually the Connecticut Withholding Tax Report
Maintain I-9s and W-4s and keep current
Issue W-2s, 1099Rs and 1099s
Comply with federal laws regarding 403(b) and 457 deferred compensation plans
State Municipal Employee Retirement Plan Monthly Reporting
State Teachers Retirement Monthly Reporting
Health Insurance Portability and Accountability (HIPAA)
ED-001: End of Year School Report
ED-003: Administrator Negotiations
ED-006S: Public School Information System
ED-014: Minimum Expenditure Compliance Check
ED-452: Debt Services Claim Form
Uniform System of Accounting and Chart of Accounts

TRANSPORTATION

School Transportation/Safety Reporting
Transportation to Regional VOAG/Technical schools

FACILITIES

ADA Accommodations
Indoor Air Quality Survey, Reporting, Action
Pesticide Application Policy
School Building Projects:
ED-042: Request for Review of Final Plans
ED-042C0: Notice of Change Order
ED-045; Notice of Debt Service
ED-046: Request for School Construction Progress Payment
ED-49: Grant App. for School Building Project
ED-50: School Facilities Survey
ED-053: Site Analysis

FOOD SERVICE

ED-099: Agreement for Child Nutrition Programs
ED-103: Reimbursement Claim/Nat'l School Lunch Program
ED-111: Cash Management Report
ED-114: Pre-payment Grant Budget Request
ED-141: Statement of Expenditures Fed/State Projects

2015 – 2016 UNFUNDED MANDATES

Special Act 15-17, Task Force to Study Life-threatening Food Allergies in Schools

This special act establishes an 11-member task force to study life-threatening food allergies in schools. The task force is charged with examining (1) the efficacy of the implementation, dissemination and enforcement of guidelines for the management of students with life-threatening food allergies and glycogen storage disease developed by the Department of Education, (2) methods used by school districts to ensure the safety of these students as they are being transported to and from school, (3) plans for the management of these students that have been implemented by local and regional boards of education to ensure their safety and inclusion as fully participating members of the school community, (4) the emotional and psychological welfare of these students as it relates to their membership in the school community and how they are included or excluded from participating in school events, and (5) how instances of isolation or targeting of these students by other students, school staff or school policy are being addressed. The Task Force is to submit a report on its findings and recommendations to the Committees of the General Assembly having cognizance of matters relating to public health and education not later than January 1, 2016. EFFECTIVE DATE: Upon passage

Public Act 15-17, An Act Concerning A Labor And Free Market Capitalism Curriculum

This act requires the State Board of Education (SBE), within available appropriations and using available resource materials, to assist and encourage local and regional boards of education to include in their curricula (1) labor history and law, including organized labor, the collective bargaining process, and existing legal protections in the workplace; (2) the history and economics of free-market capitalism and entrepreneurialism; and (3) the role of labor and capitalism in developing the American and world economies. EFFECTIVE DATE: July 1, 2015

Public Act 15-59, An Act Concerning School-Based Health Centers

This act establishes a statutory definition for a "school-based health center" (SBHC) and permits the Department of Public Health (DPH) to adopt regulations to establish minimum quality standards for these centers. The act prohibits anyone from using (1) the term SBHC to describe a facility or (2) any words or abbreviations that may be reasonably confused with this term, unless the facility meets the act's definition. Additionally, it establishes a statutory definition for an "expanded school health site" and extends to these sites certain statutory provisions regarding SBHCs. The bill also makes technical changes. EFFECTIVE DATE: October 1, 2015

Public Act 15-94, An Act Concerning the Inclusion of Cardiopulmonary Resuscitation Training, The Safe Use of Social Media and Computer Programming Instruction in The Public School Curriculum. This act requires public schools to add the following subject areas to their curriculum beginning in the 2016-17 school year: (1) as part of the health and safety curriculum, (a) cardiopulmonary resuscitation (CPR) training and (b) instruction on the safe use of social media, such as uploaded or downloaded videos or still photographs, blogs, video blogs, podcasts, instant messaging, and other electronic user-generated content and (2) computer programming instruction. The act requires that the CPR instruction in public schools be based on American Heart Association guidelines for emergency cardiovascular care, including hands-on training in CPR. It also allows local or regional boards of education to accept gifts, grants, and donations (including in-kind donations) to purchase equipment or material needed to provide CPR instruction in public schools. EFFECTIVE DATE: July 1, 2016, except the provision about gifts, grants, and donations takes effect July 1, 2015.

Public Act 15-96, An Act Concerning Out-Of-School Suspensions and Expulsions for Students in Preschool and Grades Kindergarten to Two. This act, with certain exceptions, prohibits local or regional boards of education from imposing out-of-school suspensions and expulsions on students in grades preschool through two. The exceptions are: (1) out-of-school suspensions may be imposed for local and regional board of education preschool through grade two students whose conduct is of a violent or sexual nature that endangers others, (2) expulsions may be imposed for local and regional board of education kindergarten through grade two students who (a) possess firearms or certain other weapons or (b) sell or distribute controlled substances, and (3) expulsions may be imposed for preschool students who possess a firearm on or off school grounds or at a preschool program-sponsored event.

The act requires school-based primary mental health programs administered by local and regional boards of education to include a component for systematic early detection and screening to identify children experiencing behavioral or disciplinary problems. It also requires the (1) programs to include services to address those problems, and (2) education commissioner to consider, as an additional factor when awarding school-based primary mental health program grants to

local or regional boards of education, the number of children enrolled in grades kindergarten to two who experience behavioral, disciplinary, or early school adjustment problems. EFFECTIVE DATE: July 1, 2015

Public Act 15-971 An Act Concerning Students with Dyslexia

This act requires: (1) the SDE to designate an employee to provide intervention and assistance to parents and boards of education relating to the detection and recognition of, and evidenced-based structured literacy interventions for, students with dyslexia, and (2) teacher preparation programs and in-service training programs to include training and instructions on these topics. The act also extends by two years, from January 1, 2014 to January 1, 2016, the deadline for SDE to develop or approve reading assessments to identify students who are below proficiency in reading. It also extends, from February 1, 2013 to February 1, 2016, the deadline for the commissioner to submit the assessments to the Education Committee. EFFECTIVE DATE: July 1, 2015

Public Act 15-1081 An Act Concerning Teacher Certification Requirements for Shortage Areas, Interstate Agreements for Teacher Certification Reciprocity, Minority Teacher Recruitment and Retention and Cultural Competency Instruction. This act decreases, from three to two years, the number of years of teaching experience an out-of-state teacher needs to be exempt from completing the beginning educator program, upon a showing of effectiveness of a teacher. It also: (1) allows applicants in the certification endorsement areas corresponding to teacher shortage areas, to receive 90-day temporary teacher certificates when certain conditions are met, (2) requires the SDE to establish or join interstate agreements to facilitate certification of qualified out-of-state teachers, (3) creates an 11-member minority teacher recruitment, preparation and retention task force and requires it to submit its report and recommendations to the Education Committee by February 1, 2016, (4) requires the Office of Higher Education (OHE) to issue an annual demographics report on candidates enrolled in teacher preparation programs, (5) adds training in cultural competency to the teacher preparation and in-service training laws, and (6) makes minor, technical, and conforming changes to teacher certification law. EFFECTIVE DATE: July 1, 2015, except the minority teacher recruitment task force section is effective upon passage.

Public Act 15-133, An Act Concerning Alternative Education

This act defines the term "alternative education" as a school or program maintained and operated by a local or regional board of education offered to students in a nontraditional setting that addresses their social, emotional, behavioral, and academic needs. It replaces references to "alternative programs," "alternative school programs," and "alternative high school" in statute that are currently undefined.

The act also allows local and regional boards of education to provide alternative education to students using space in an existing school or by establishing a new school specifically for alternative education.

It also makes the following changes: (1) assigns new duties to local and regional boards of education, the SDE, and the State Board of Education (SBE) relating to alternative education and (2) allows two or more boards of education to form cooperative arrangements to provide alternative education. EFFECTIVE DATE: July 1, 2015

Public Act 15-134, An Act Concerning Early Childhood Educators and Initiatives

This act makes a number of changes in various early childhood education statutes. It requires: (1) the Office of Early Childhood (OEC) to (a) collect and publicly post data for a trend analysis of regionally accredited bachelor's degree programs in early childhood education or child development, (b) review analysis results when considering for approval bachelors' degrees that lack state or regional accreditation, and (c) make school readiness staff qualification findings based upon trend analysis results, (2) local or regional boards of education and regional education service centers operating preschool magnet programs, as well as state or local charter school governing councils offering preschool programs, to obtain National Association for the Education of Young Children (NAEYC) program accreditation beginning in the 2017-18 school year, (3) OEC to develop a plan to help early childhood education program providers implement staff qualification requirements already in statute and submit the plan to the Education Committee by January 1, 2016, (4) OEC to report to the Education Committee, by July 1 annually, on the status of school readiness program providers' compliance with staff qualification requirements, (5) local and regional boards of education to include OEC's preschool experience survey in its kindergarten registration materials, and (6) "grandfathering" certain school readiness staff into stricter staff qualifications until June 30, 2025.

The act also (1) extends by two years, from July 1, 2015 to 2017, the deadline by which certain school readiness staff must meet the first phase of heightened staff qualifications and (2) allows OEC to provide funding, within available appropriations, to local and regional early childhood councils for local implementation of early care and education and

child development programs. It also makes various technical and conforming changes. EFFECTIVE DATE: July 1, 2015, except the provisions (1) on OEC's plan to help early childhood program providers meet new staff qualifications, (2) postponing stricter school readiness staff qualifications, and (3) grandfathering school readiness staff are effective upon passage.

Public Act 15-137, An Act Implementing the Recommendations of The Achievement Gap Task Force Concerning The Creation Of A Director Of Reading Initiatives At The Department Of Education. This act creates a director of reading initiatives position in the SDE to: (1) administer the intensive reading instruction program to (a) improve literacy in grades kindergarten through three and (b) close the achievement gap, (2) assist with the development and administration of a teacher and principal professional development program about scientifically-based reading research and instruction, (3) administer the coordinated statewide reading plan for students in grades kindergarten through three, (4) administer the reading incentive program, (5) assist local and regional boards of education in (a) administering reading assessments and (b) implementing school district reading plans, (6) provide information on and assistance with reading and literacy to parents and guardians, (7) address English language learner reading and literacy issues, and (8) develop and administer any other statewide reading and literacy initiatives for grades kindergarten through 12. EFFECTIVE DATE: July 1, 2015

Public Act 15-138, An Act Concerning Financial Literacy Education

This act adds topics that must be included in any financial literacy instruction plan that the SDE, Board of Regents for Higher Education (BOR), and UConn Board of Trustees (BOT) develop in consultation with the Banking Department. By law, any such plan must include instruction on the use of credit and debit cards. The act adds instruction in banking, investing, saving, and handling of personal finance. Bylaw, the State Board of Education, within available appropriations and using available material, must assist and encourage school districts to provide courses in personal financial management. Under the act, personal financial management courses must include any financial literacy instruction plan SDE, BOR, and UConn BOT develop. EFFECTIVE DATE: October 1, 2015

Public Act 15-141, An Act Concerning Seclusion and Restraint in Schools

This act explicitly extends laws on restraint and seclusion to most public school students in grades Kindergarten through 12. Currently, these laws apply predominantly to students receiving special education services. This act prohibits teachers, administrators, and other public school employees from using life-threatening physical restraints on any student, limits how long students can be kept in allowable physical restraints or seclusion, and specifies the types of locations in which a student may be secluded.

This act bars school employees from using physical restraints on students or placing students in seclusion, unless the employees have been properly trained, and requires school boards to provide this training. School boards are required to develop policies and procedures to establish monitoring and internal reporting of the use of physical restraints and seclusion. It requires training for school professionals, paraprofessionals, and administrators to be phased in over three years, beginning with the July 1, 2015 school year. It requires school boards to notify parents and guardians no later than 24 hours after a child has been placed in physical restraint or in seclusion, and to make a reasonable effort to notify them immediately after beginning the physical restraint or seclusion. It requires school boards to take certain steps for students placed in physical restraint or seclusion four or more times in 20 schooldays. This act also limits when school employees may administer certain medication to students.

Among other things, the bill also (1) requires school boards to identify, by July 1, 2015, the same date the bill takes effect, crisis intervention teams to respond to incidents of physical restraint or seclusion, (2) adds reporting requirements, (3) requires the State Board of Education (SBE) to adopt or revise regulations on the use of physical restraint and seclusion, and (4) makes conforming changes. The bill does not limit the justified use of physical force by local, state, or federal law enforcement officials performing their duties. EFFECTIVE DATE: July 1, 2015

Public Act 15-143, An Act Concerning the Legislative Commissioners' Recommendations for Technical Revisions to The Education and Early Childhood Statutes. This act makes numerous technical and grammatical changes to (1) education statutes governing the State Education Resource Center, magnet school operation grants, and safe school climate plans, and (2) early childhood statutes governing local school readiness councils, child care providers, the Office of Early Childhood, child abuse protection, and the early childhood information system. EFFECTIVE DATE: Upon passage

Public Act 15-157, An Act Concerning Developmental Screenings for Children

This act requires a health care provider, when completing the state's (1) early childhood health assessment record form or (2) public school health assessment form for a child age five or younger, to indicate on the form whether he or she performed a developmental screening during the related examination. Under the act, a developmental screening is one that uses a method recommended by the American Academy of Pediatrics to identify concerns with a child's physical and mental development, including the child's sensory, behavioral, motor, language, social, perceptual, or emotional skills. EFFECTIVE DATE: July 1, 2015

Public Act 15-168, An Act Concerning Collaboration Between Boards of Education and School Resource Officers and The Collection and Reporting of Data On School-Based Arrests. This act requires a local or regional school board that assigns a sworn police officer to a school (i.e., school resource officer) to enter into a memorandum of understanding (MOU) with the local police department or the Division of State Police that defines the officer's role and responsibilities. The MOU must address daily interactions among students, school personnel, and police officers, and can include a graduated response model for student discipline. By law, each local and regional school board must submit to the education commissioner an annual strategic school profile (SSP) with certain required data (e.g., student performance and school resources) for each of its schools and the district as a whole. The act adds to this requirement data on (1) in-school and out-of-school suspensions and expulsions, and (2) school-based arrests.

As a separate reporting requirement, the SDE must disaggregate the new data the act requires by school, race, ethnicity, gender, age, disability status, English language learner (ELL) status, free and reduced price lunch eligibility, offense type, and the number of arrests at each school. By law, an ELL is a student that a local or regional board of education reports to SDE as an ELL student. SDE must report annually to the SBE on the disaggregation of the data and make the report available to the public on the department website. EFFECTIVE DATE: July 1, 2015 **The education implementer bill removed the reference to the State Police and amended this act to require the above referenced MOU to include a graduated response model for student discipline. Public Act 15-168 previously provided that the inclusion of this information was discretionary, rather than mandatory.

Public Act 15-177, An Act Requiring the Commissioner of Education to Develop and Submit a Comprehensive State-Wide Interdistrict Magnet School Plan. This act sets a new deadline by which the education commissioner must develop and submit to the Education Committee a comprehensive statewide plan for interdistrict magnet schools, from January 1, 2011 to October 1, 2016. By law, and unchanged by the act, the commissioner cannot accept applications to establish new magnet schools outside the Shelf region until this plan is developed. Applications for new magnet schools within the Shelf region are not subject to this moratorium. EFFECTIVE DATE: July 1, 2015

Public Act 15-205, An Act Protecting School Children

This act increases, from a class A misdemeanor to a class E felony, the penalty for a mandated reporter who fails to report suspected abuse or neglect to the Department of Children and Families (DCF), if the (1) violation is a subsequent violation, (2) violation is willful, intentional, or due to gross negligence, or (3) mandated reporter had actual knowledge of a sexual assault of a student by a school employee or actual knowledge of the abuse or neglect of a child. The act expands the reporting requirement for school employees and subjects violators to the penalties described above. The act requires school employees to report to DCF the suspected sexual assault of any student who is not enrolled in adult education - - regardless of the student's age. It also establishes a non-exhaustive set of factors on which a mandated reporter may base his or her suspicion. Under the act, it is a class D felony for anyone, other than a child or a student who is not enrolled in adult education, to intentionally and unreasonably interfere with or prevent such reporting or conspire or attempt to do so.

By law, (1) DCF must make available educational and refresher training for all mandated reporters of abuse and neglect, and (2) school employees must participate in the training course when hired and the refresher training every three years. Under the act, the principal for each school under the jurisdiction of a local or regional board of education must annually certify to the superintendent that school employees complete such training and the superintendent must certify compliance to the SBE.

The act extends DCF's investigation and notification requirements under existing law in reported child abuse or neglect cases to include cases of reported sexual assault of students by school employees. It requires each local or regional board to (1) update its written policy, by February 1, 2016, to include the new school employee reporting requirements, and (2) establish a confidential rapid response team, by January 1, 2016, to coordinate with DCF to ensure prompt

reporting and provide immediate access to information and individuals in connection with a DCF investigation. It also prohibits boards from hiring any person whose employment was previously terminated by a board, or who resigned from such employment, if the individual has been convicted of a violation of the mandatory reporting laws – whether or not an allegation of abuse or neglect or sexual assault has been substantiated. In addition, under the act boards may not employ a person who was terminated, or who resigned following a suspension, if the person was convicted of a crime involving an act of child abuse, neglect or sexual assault against a student. EFFECTIVE DATE: October 1, 2015; however, a provision on DCF's training program (§ 1); provisions on rapid response teams (§ 9); rehiring prohibitions (§ 10); and SBE's certification, authorization, and permit practices (§§ 12 & 13) are effective July 1, 2015.

Public Act 15-209, An Act Implementing the Recommendations of the Program Review and Investigations Committee Concerning Transitional Services for Youth and Young Adults with Autism Spectrum Disorder. This act requires the SBE, by July 1, 2015, to draft a bill of rights for parents of children receiving special education services to guarantee that the rights of these students and their parents are protected when receiving these and related services. The act requires the SDE, starting with the 2015-16 school year, to annually distribute the bill of rights to local and regional boards of education. The bill of rights must be provided to parents at planning and placement team (PPT) meetings for special education students in Grades 6 through 12.

EFFECTIVE DATE: July 1, 2015

Public Act 15-215, An Act Concerning Various Revisions and Additions to The Education Statutes

This act makes numerous changes to the education statutes, including: (1) granting agricultural science and technology education center internship providers civil liability immunity from students and their parents or guardians for student interns' personal injuries, except in the limited circumstances specified in the law (§ 10); (2) specifying that the required union representation on a school district's professional development and evaluation committee include at least one representative from each of the teachers' and administrators' unions (§ 11); and (3) requiring the Connecticut Technical High School System (CTHSS) board, rather than the SBE, to (a) adopt its long-range plan and biennial report and (b) maintain a rolling capital improvements plan (§§ 14 & 15).

It also makes a number of minor changes to the education statutes including: (1) changing the title of "special master" for a district under state supervision and control to "district improvement officer" (1-3); (2) decreasing the number of required hearing, vision, and postural screenings for public school students and adding new parental notice requirements for these screenings (§ 4); (3) indemnifying teacher mentors and reviewers against lawsuits (§ 5); (4) allowing the SDE to use a nationally recognized exam as part of a program that allows boards of education to permit high school students to substitute certain evidence of academic achievement for existing high school graduation requirements (§ 7); (5) specifying that agricultural science center equipment and facilities purchased with certain state grants must be used exclusively for such centers, for the expansion or improvement of existing facilities or for the replacement or improvement of equipment therein (§ 8); (6) requiring parents to notify a student's home district when the student will enroll in or has been placed on the waiting list for an interdistrict magnet school (§ 9); (7) adding additional criteria that SDE must consider for proposed administrator alternative route to certification (ARC) programs (§ 12); (8) requiring SDE, through local and regional school districts, to provide information about how to qualify for the supplemental assistance nutrition program (SNAP) to the parents and guardians of public school students (§ 13); (9) requiring boards of education to prescribe rules for internet access and content at school media library centers (§ 17); (10) allowing a board of education that cannot find a Junior Reserve Officer Training Corps (JROTC) -certified teacher to employ a person enrolled in an armed forces JROTC instructor program to teach the JROTC program at a public school; (11) changing the minimum budget requirement, calculation for net expenses, and teacher tenure law requirements for newly formed regional school districts; and (12) creating new requirements for the selection and training of school employees who administer anti-epileptic medications to students in schools. EFFECTIVE DATE: July 1, 2015, except for the provisions regarding indemnity, teacher tenure, and appointments to the administrator standards council, which are effective on passage.

Public Act 15-225, An Act Concerning Chronic Absenteeism

This act requires local and regional boards of education to monitor and address absenteeism rates in schools. Specifically, it requires boards of education to: (1) establish attendance review teams for their school district or individual schools when chronic absenteeism rates reach a certain percentage, and (2) annually report to the education commissioner the number of truant and chronically absent students for each school and the entire district. The act makes several minor, conforming, and technical changes. EFFECTIVE DATE: July 1, 2015

Public Act 15-232, An Act Concerning Trauma-Informed Practice Training for Teachers, Administrators and Pupil Personnel

By law, local and regional boards of education must provide in-service training on certain topics (e.g., CPR, bullying prevention) for certified teachers, administrators, and pupil personnel (i.e., school employees). The SBE, within available appropriations and using available materials, must assist and encourage the school boards to provide in-service training on additional topics (e.g., mental health first aid training).

This act requires SBE to assist and encourage school boards to also include training on trauma-informed practices for the school setting, so that school employees can more adequately respond to students with mental, emotional, or behavioral health needs. The bill does not define "trauma-informed practice." EFFECTIVE DATE: October 1, 2015

Public Act 15-237, An Act Concerning High School Graduation Requirements

This act delays, by one year, implementation of the scheduled changes to the state's school requirements that (1) increase the minimum number of credits, from 20 to 25, required for high school graduation; (2) require students to pass state examinations in certain courses and complete a senior project in order to graduate; and (3) require school districts to offer students support and alternative ways to meet the new graduation requirements. These requirements are set in statute and are currently set to apply to the 2020 graduating class (the current seventh grade class). Under the act, they apply to the 2021 graduating class (the current sixth grade class).

The act also creates a nine-member task force to study (1) the alignment of the high school graduation requirement changes with the Common Core State Standards adopted by the SBE, and (2) the feasibility of adding training in cardiopulmonary resuscitation (CPR) as a high school graduation requirement.

The act also requires SBE to grant a student a community service recognition award if he or she satisfactorily completes at least 50 hours of community service and meets statutory criteria to earn one-half credit toward graduation. EFFECTIVE DATE: July 1, 2015, except the task force is effective upon passage. **This act was modified in the implementer and now requires the task force to study the feasibility of substituting a student's participation in interscholastic athletics for the physical education credit in order to satisfy the high school graduation requirements.

Public Act 15-238, An Act Concerning Students Assessments

By law, public school students in certain grades must take mastery exams designed to measure grade-appropriate skills in reading, writing, math, and science. Currently, high school students must take the exams in 10th or 11th grade. The act eliminates the option of students taking the reading, writing, and math exams in 10th grade and instead requires they be taken in 11th. The SBE must approve and pay for the exams which must be nationally-recognized college readiness assessments that measure essential and grade-appropriate skills. The act eliminates the option that the science exam be given in 11th grade and instead requires students take this exam in 10th grade. The federal No Child Left Behind (NCLB) Act (P.L. 107-110) allows the high school exams to be given between grades 10 and 12. EFFECTIVE DATE: Upon Passage and applicable on and after the effective date of an agreement between SBE and a provider of a nationally recognized college readiness 11th grade assessment.

The act also requires SBE, by January 1, 2016, to enter into an agreement with a provider of a nationally recognized college readiness assessment to provide and administer the 11th grade exam in Connecticut if certain conditions are met, including federal approval. EFFECTIVE DATE: July 1, 2015

The act establishes the Mastery Examination Committee within the SDE and specifies its membership and mission. The committee must study various aspects of Connecticut's mastery test system and make the following reports to the Education Committee: (1) an interim report by February 15, 2016, and (2) a final report with recommendations by January 15, 2017. EFFECTIVE DATE: Upon Passage.

Public Act 15-243, An Act Concerning Teacher Preparation Program Efficacy

This act delays, from July 1, 2015 to July 1, 2016, the requirement that all teacher preparation programs in the state place their students in four semesters of field work or clinical or student teaching classroom experience. The act also requires that the students gain this experience at (1) a school in a school district in one of the five highest school district reference groups (DRG) (nine groups of districts based on factors such as family income and parental occupation and education), and (2) a school in a district in one of the four lowest DRGs.

The act also requires the SDE, beginning July 1, 2015 to annually report on the quality of in-state teacher preparation programs to the Education and Higher Education and Employment Advancement committees. EFFECTIVE DATE: July 1, 2015, except the teacher preparation quality report provision is effective upon passage

June Special Session

Public Act 15-51 An Act Implementing Provisions of the State Budget for The Biennium Ending June 30, 2017, Concerning General Government, Education, Health and Human Services and Bonds of the State

This act contains over 500 sections that deal with a variety of topics. Included below is a summary of education-related portions of the act that may be of interest to Superintendents. It does not include a summary of every section of the bill, please refer to the act itself for additional information.

§§ 264-285 - Duties Related to Special Education - MORE Commission Bill

These sections create various duties relating to special education and assigns them to the SDE, the education commissioner, the Department of Social Services (DSS), regional educational service centers (RESCs), the SBE, the Auditors of Public Accounts, the State Education Resource Center (SERC), and local and regional boards of education.

It requires SDE to:

- report annually to the Education Committee, beginning FY 16, on the amount of federal funds received under the Individuals with Disabilities Education Act (IDEA) (§ 264);
- purchase digitized Individualized Education Program (IEP) form software to create, submit, and share digital copies of students' IEPs and provide the software at no cost to local and regional boards of education and the technical high school system, or, if such purchase is not possible, conduct a study of the feasibility of the Department creating and administering its own digitized IEP form (§§ 269-270);
- distribute upon request complete and accurate information about special education programs and services offered by the state, local and regional boards of education, RESCs, and other providers to organizations representing or providing services to parents and guardians of children requiring special education services, unless they are prohibited from doing so by state or federal law (§ 272); and
- have a memoranda of understanding (MOUs) with various state agencies regarding the provision of special education, health care, and transition services to be updated/renewed at least every 5 years (§ 282).

It requires the education commissioner to design a new, user-friendly IEP form with the help of a new IEP Advisory Council and submit the new IEP form to the Education Committee by January 1, 2017 (267-268). It requires DSS to conduct a study of the feasibility of compiling an annual report on the amount of federal Medicaid funds it received for special education services and submit findings to the Education Committee by January 1, 2016 (§ 265).

It requires each of the six RESCs to:

- participate in a special education funding working group to survey special education funding and expenditures and report its findings and recommendations to the Education Committee by July 1, 2016 (§ 274);
- develop, in consultation with SDE, their own regional model for providing special education transportation, training, and therapeutic services and submit their models to the Education Committee by October 1, 2016 (§ 275);
- survey, in consultation with SDE, the special education services and programs provided in their respective regions to identify the need for enhanced or new services by July 1, 2016 (§ 284); and
- study the feasibility of providing and administering new special education services and programs that are of equal or greater quality than those currently provided in their respective regions by local or regional boards of education or private providers and submit their findings and recommendations to the Education Committee by October 1, 2016 (§ 285).

It requires the SERC to:

- conduct a study of assistive technology (AT) equipment sharing programs in Connecticut and submit its findings and recommendations by January 1, 2016 to the Education Committee (271);
- create a calendar of legitimate special education learning and training opportunities for the public that it receives from advocacy groups, boards of education, RESCs, or other providers (273); and

- conduct a study on the collection, assimilation, and reporting of longitudinal student data related to special education outcomes and submit its findings to the Education Committee by January 1, 2016 (§ 283).

The act also:

- requires SBE to collaborate with other state agencies on special education transition services for students who are graduating from, or aging out of, the public school system (§ 266);
- requires the Auditors of Public Accounts to examine the records and accounts of private providers of special education services at least once in a 7-year period (§ 278-281);
- expands special education coursework requirements for teacher certification, beginning July 1, 2016 (§ 276); and
- clarifies and expands parents' and guardians' rights during special education Planning and Placement Team (PPT) meetings at which their child's IEP is developed, reviewed, or revised (277).

§§ 286-298 - Bilingual Education And English Language Learners

These sections establish a process under which, if certain criteria are met, a student may receive more than the current maximum of 30 months of bilingual education. Under current law, each local or regional board of education must limit the time an eligible student spends in a bilingual education program to 30 months (three school years). Under the act, an eligible student may spend up to an additional 30 months in a bilingual education program if (1) the board of education responsible for educating the student asks the SDE for an extension and the SDE grants such a request using standards the bill requires SDE to develop, or (2) SDE determines, without a request from a local board, that an extension is necessary using the same standards.

By law, an eligible student is a public school student whose (1) dominant language is not English and (2) proficiency in English is not sufficient to assure equal educational opportunity in the regular school program (CGS § 10-17e).

The act also makes other changes in the laws regarding bilingual education and English language learners (ELL), including requiring:

- boards of education to apply to the education commissioner for permission to use a certified teacher of English as a second language if the board does not have a sufficient number of certified bilingual education teachers for the school year (286);
 - SDE to establish an ELL pilot program for certain school districts with high percentages of ELL students for 2015-16 and 2016-17 school years (294);
 - SDE to develop state mastery examinations in the most common native languages of students eligible for bilingual education. Beginning July 1, 2015, mastery examination scores of ELL students enrolled in school less than 20 months will be excluded from school and district performance indexes (295);
 - each of the state's RESCs to survey ELL and bilingual education programs provided in the region serviced by the RESC for the purpose of identifying the need for enhanced or new ELL services and bilingual education programs provided by the RESCs (297);
 - each of the state's RESCs to study the feasibility of the RESC providing and administering new ELL services and bilingual education programs at least equal to those the local or regional boards of education provide (298); and
 - SDE to monitor and annually report on the academic progress of students in bilingual education programs (293).
- EFFECTIVE DATE: July 1, 2015

PA – 299 - High School Graduation Requirements Task Force

This section adds an additional duty to the high school graduation requirements task force created by Public Act 15-237. It requires the task force to study the feasibility of substituting a student's participation in interscholastic athletics for the physical education credit in order to satisfy the high school graduation requirements. Under Public Act 15-237, the task force must also study (1) the alignment of the high school graduation requirement changes with the Common Core State Standards, and (2) the feasibility of adding training in cardiopulmonary resuscitation as a high school graduation requirement. Its report is due to the Education Committee on January 1, 2016. EFFECTIVE DATE: Upon passage

PA – 301 - School Districts of Innovation

This section creates a process by which local and regional boards of education may obtain waivers from state statutory and regulatory requirements in exchange for demonstrating innovative ideas in place of the requirements (i.e., "innovation waivers").

The act requires the education commissioner to establish a process, by September 15, 2015, to invite innovation waiver requests from local and regional boards of education for waivers of statutory provisions in Title 10 of the Connecticut General Statutes or related agency regulations under Title 10 for purposes of stimulating innovation. The Act prohibits waiving any federal law requirements and certain state statutes. The commissioner determines the form and manner by which boards must make their requests. The Act also instructs the commissioner and SBE to review waiver requests and recommend whether the General Assembly should approve them. Waivers are valid for up to two years, and no more than 20 waivers or one-time waiver renewals may be in effect simultaneously. The act establishes guidelines for the process of granting and approving innovation waivers and requires participating boards of education and the education commissioner to produce progress reports on the success of the waivers and offer recommendations for legislation based upon their success. EFFECTIVE DATE: July 1, 2015

PA – 341 - Superintendent Reports On Teacher Evaluations

This section extends the deadline by which local and regional public school district superintendents must annually report to the education commissioner about the implementation status of the teacher evaluation and support program, including evaluation frequency, aggregate evaluation ratings, the number of unevaluated teachers, and any other topics the State Department of Education requires. Current law requires superintendents to report on these topics annually by June 30, but the Act extends this deadline to September 15. EFFECTIVE DATE: July 1, 2015

PA 15-168 - School Resource Officers

PA 15-168 requires a local or regional school board that assigns a school resource officer to a school to enter into a memorandum of understanding (MOU) with the local police department or State Police to define the officer's role and responsibility. PA 15-68 defines a school resource officer as a local or state police officer who has been assigned to a school. The Act limits the definition of school resource officer to local police officers and eliminates the option of entering an MOU with the State Police.

The Act also requires, rather than allows, the MOU to include a graduated response model for student discipline. It also makes minor and technical changes. EFFECTIVE DATE: July 1, 2015

Inventory of State Mandates Pertaining to School Districts in Connecticut
Prepared by Shipman & Goodwin LLP

Source	Summary	# of Mandates
C.G.S. § 10-4a	<ul style="list-style-type: none"> • Finance at a reasonable level (at least equal to the minimum budget requirement) a suitable educational program; • Provide educational opportunities for students to interact with students and teachers from other racial, ethnic, and economic backgrounds to reduce racial, ethnic and economic isolation; • Implement the mandates of the State. 	3
C.G.S. § 10-4b	Develop action plan in response to any finding by the State Board of Education of a failure to implement the educational interests of the State.	1
C.G.S. § 10-10a	Participate in a state-wide data system by collecting and reporting data requested by the State Department of Education.	1
C.G.S. § 10-10b	Ensure that each student's official documents include a state-assigned student identifier.	1
C.G.S. § 10-10c	Mandated reporters in the school setting are "a school employee as defined in [Conn. Gen. Stat.] Section 53a-65."	1
C.G.S. § 10-14n	<ul style="list-style-type: none"> • Comply with state standardized testing mandates; • Certify student records and student transcripts when tenth grade scores on statewide examinations exceed goal level. 	2
C.G.S. § 10-14t	Assess students in kindergarten to grade three to identify students who are below proficiency in reading.	1
C.G.S. § 10-15b	<ul style="list-style-type: none"> • Simultaneously provide a parent/guardian with whom the student does not primarily reside all school notices that are provided to the parent/guardian with whom the student primarily resides. • Under certain circumstances, make records available to a court in response to a subpoena. 	2
C.G.S. § 10-15c	<ul style="list-style-type: none"> • Permit children who reach the age of five on or before the first day of January of any school year to enroll. • Ensure that each such child has an equal opportunity to participate in the activities, programs and courses of study offered in the public schools, without discrimination on account of race, color, sex, gender identity or expression, religion, national origin or sexual orientation. 	2
C.G.S. § 10-15f	Remove barriers to educational success experienced by children of military families because of frequent moves and the deployment of their parents.	1
C.G.S. § 10-16	Provide an educational program each school year that includes at least 180 school days and 900 hours of instruction (on weekdays only).	1
C.G.S. § 10-16a	Provide interested students and teachers an opportunity at the start of each school day to observe a period of silent meditation.	1
C.G.S. § 10-16b	<ul style="list-style-type: none"> • Offer the following courses: the arts; career education; consumer education; health and safety (including, but not limited to, human growth and development), nutrition, first aid, disease prevention, community and consumer health, physical, mental and emotional health (including youth suicide prevention), substance abuse prevention, safety (which may include the dangers of gang membership and accident prevention); language arts, (including reading, writing, grammar, speaking and spelling); mathematics; physical education; science; social studies (including, but not limited to, citizenship, economics, geography, government and history); • Offer, on at least the secondary level, one or more world languages (including American Sign Language) and vocational education. • Grant exemptions, upon request from a parent, to any world language requirement for any student who has been identified as deaf or hearing impaired. • Attest to the State Board of Education that at least the minimum required program of instruction is being offered and that such program of instruction is planned, ongoing and systematic. 	4
C.G.S. § 10-16e	Grant exemptions, upon request from a parent, from any family life education instruction.	1
C.G.S. § 10-16l	Establish graduation date no earlier than the 185th day of the school year (or, if setting the date after April 1, the 180th day of the school year).	1
C.G.S. § 10-16q	Each school readiness program must include, among other things, a plan for the incorporation of appropriate preliteracy practices and teacher training in such practices and a plan for professional development for staff, including, but not limited to, training (A) in preliteracy skills development, and (B) designed to assure respect for racial and ethnic diversity.	1
C.G.S. § 10-17	Provide all instruction, except instruction to ELL students, in English.	1

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C.G.S. § 10-17f	<ul style="list-style-type: none"> • Determine eligibility of students for ELL instruction annually. • Classify students eligible for ELL instruction by native language. • Provide bilingual education for up to thirty months. • Provide an instructional program regarding democracy in the third, fourth, or fifth grade. • If required to provide a program of bilingual education, initially endeavor to implement the provisions of those bilingual education programs through in-service training for existing certified professional employees, and thereafter, give preference in hiring to such certified professional employees as are required to maintain the program. • Hold a meeting with the parents/guardians of ELL students to explain the benefits of the language program options available in the school district, including an English language immersion program. 	6
C.G.S. § 10-18	Provide a program of United States history, including instruction in United States government at the local, state and national levels, and in the duties, responsibilities, and rights of United States citizenship and ensure familiarity with said subjects before graduation.	2
C.G.S. § 10-18a	Select textbooks which accurately present the achievements and accomplishments of individuals and groups from all ethnic and racial backgrounds and of both sexes.	1
C.G.S. § 10-18c	Grant exemptions, upon request from a parent, from any fire arm instruction.	1
C.G.S. § 10-19	<ul style="list-style-type: none"> • Attest annually that all students have been educated regarding alcohol, drugs, and nicotine/tobacco. • Provide AIDS education but adopt a policy to exempt students from AIDS education upon parental request. 	1
C.G.S. § 10-29a	Observe certain holidays/special days, as set forth in statute.	1
C.G.S. § 10-33	Designate a high school and pay tuition for students to attend such high school, if the school district does not maintain its own high school.	2
C.G.S. § 10-35	Provide at least one year notice period before discontinuing attendance of nonresidents in high school program.	1
C.G.S. § 31-40v	Connecticut law requires that employers with more than twenty-five employees establish health and safety committees to monitor work-place safety. These committees have the following responsibilities: (1) establishing procedures for workplace safety inspections by the committee; (2) establishing procedures for investigating all safety incidents, accidents, illnesses and deaths; (3) evaluating accident and illness prevention programs; (4) establishing training programs for the identification and reduction of hazards in the workplace which damage the reproductive systems of employees; and (5) establishing training programs to assist committee members in understanding and identifying the effects of employee substance abuse on workplace accidents and safety.	1
C.G.S. § 31-48d	<ul style="list-style-type: none"> • School districts that engage in any type of electronic monitoring must give prior written notice to all employees who may be affected, informing them of the types of monitoring which may occur. • Post, in a conspicuous place which is readily available for viewing by employees, a notice concerning the types of electronic monitoring which the employer may engage in. 	2
C.G.S. § 46a-54	School boards employing fifty or more persons are required to provide training and education concerning sexual harassment to all supervisory employees, and to all new supervisory employees within six months of their appointment to a supervisory position.	1
C.G.S. § 10-64	Designate a vo-ag training program and pay tuition for students to attend such program, if the school district does not maintain a vo-ag program.	2
C.G.S. § 10-65	<ul style="list-style-type: none"> • Provide overall vo-ag enrollment opportunities of at least: (a) the number set forth in a written agreement with a vo-ag center; or (b) the average enrollment of district students in vo-ag centers for the prior three years. • Provide ninth grade vo-ag enrollment opportunities of at least: (a) the number set forth in a written agreement with a vo-ag center; or (b) the average enrollment of ninth grade district students in vo-ag centers for the prior three years. • Provide opportunities to enroll in more than one center (under certain circumstances, as set forth in this statute) • Maintain consistent local funding of such programming (i.e., prohibition on supplanting). 	4

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Source	Summary	# of Mandates
C.G.S. § 10-66ee	<ul style="list-style-type: none"> • Pay agreed-upon amount, including extra for special education, to any local charter school in the district that a student from the district attends. • Provide transportation for district students to any charter school located in district. • Hold planning and placement team (PPT) meeting for charter school student who lives in district and requires special education, and pay the extra cost for special education services to charter school. 	3
C.G.S. § 10-69	<ul style="list-style-type: none"> • Provide adult education programming; • Grant adult education diplomas in accordance with certain statutory requirements; • Award adult education credits in accordance with certain statutory requirements. 	3
C.G.S. § 10-70	<ul style="list-style-type: none"> • Provide rooms and other facilities for adult education classes; • Employ the necessary personnel to provide adult education classes; • Maintain the same powers/duties/obligations regarding adult education that apply to other public school programs maintained by the board. 	3
C.G.S. § 10-73a	Charge fees for adult education only in accordance with the standards set forth in this statute.	1

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Source	Summary	# of Mandates
C.G.S. § 10-76d	<ul style="list-style-type: none"> • At each initial planning and placement team meeting, inform the parent, guardian, surrogate parent or pupil of the laws relating to physical restraint and seclusion and the rights of such parent, guardian, surrogate parent or pupil under such laws and the regulations adopted by the State Board of Education relating to physical restraint and seclusion. • Notify the parent/guardian (or, as applicable, a majority age student or surrogate parent), in writing, at least five school days before such board proposes to, or refuses to, initiate or change the student's identification, evaluation or educational placement or the provision of a free appropriate public education to the student. • Provide an opportunity for the parent/guardian to meet with a member of the PPT prior to the referral PPT to discuss the PPT process. • Upon finding a student eligible for special education, and at each PPT for the student, provide parents/guardians with information and resources relating to IEPs created by the State Department of Education. • Upon request, provide parent, guardian, pupil or surrogate parent an opportunity to meet with a member of the planning and placement team designated by such board prior to the referral planning and placement team meeting at which the assessments and evaluations of the child or pupil who requires or may require special education is presented to such parent, guardian, pupil or surrogate parent for the first time. • Parent, guardian, pupil or surrogate parent must (1) be given at least five school days' prior notice of any planning and placement team meeting conducted for such child or pupil, (2) have the right to be present at and participate in all portions of such meeting at which an educational program for such child or pupil is developed, reviewed or revised, and (3) have the right to have advisors of such person's own choosing and at such person's own expense, and to have the school paraprofessional assigned to such child or pupil, if any, to be present at and to participate in all portions of such meeting at which an educational program for such child or pupil is developed, reviewed or revised. • Upon request, provide the results of the assessments and evaluations used in the determination of eligibility for special education for a child or pupil to parent, guardian, surrogate parent or pupil at least three school days before the referral planning and placement team meeting at which such results of the assessments and evaluations will be discussed for the first time. • Any local or regional board of education which provides special education pursuant to any mandates in this section must provide transportation, to and from, but not beyond the curb of, the residence of the child. • Provide the professional services requisite to identification of children requiring special education, identify each such child within its jurisdiction, determine the eligibility of such children for special education pursuant to sections 10-76a to 10-76h, inclusive, prescribe appropriate educational programs for eligible children, maintain a record thereof and make such reports as the commissioner may require. • Immediately upon the formal identification of any child as a child requiring special education and at each PPT meeting, provide certain information specified by statute. If such parent, guardian, surrogate parent or pupil does not attend a PPT meeting, mail such information to such person. • Have in effect at the beginning of each school year an educational program for each child or pupil who has been identified as eligible for special education. • The planning and placement team shall develop and update annually a statement of transition service needs provisions of the IDEA for each child requiring special education. 	12
C.G.S. § 10	Comply with special education hearing procedures	1
C.G.S. § 10	Comply with special education audit requirements.	1
C.G.S. § 10-76dd	Employ the requisite number of certified and licensed staff to implement each child's IEP.	1
C.G.S. § 10-76ee	Include an administrator, not necessarily the principal, in each PPT meeting	1
C.G.S. § 10-76ff	Follow statutory procedures in identifying whether children require special education.	1

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Source	Summary	# of Mandates
C.G.S. § 10-76gg	Provide SDE with information on race, ethnicity, and disability category of children requiring special education.	1
C.G.S. § 10-76ii	Provide applied behavioral services by properly licensed personnel to children with autism spectrum disorder whose IEP or Section 504 plan requires it.	1
C.G.S. § 10-76jj	If an IEP is for a child identified as deaf or hearing impaired, include a language and communication plan developed by the child's PPT.	1
C.G.S. § 10-92a	Give teachers access to resources within the district to assist any student not eligible for special education but who has a communicative, motor skills, or physical problem.	1
C.G.S. § 10-97	Pay tuition and transportation costs associated with resident students' attendance at agricultural or technical high schools, in accordance with the standards set forth in this statutory section.	1
C.G.S. § 17a-101i	<ul style="list-style-type: none"> • Adopt a written policy in accordance with the mandatory reporting laws regarding the reporting by school employees suspected child abuse or neglect or the sexual assault by a school employee. • All school employees who are hired after July 1, 2011 must take a training course concerning reporting of child abuse and neglect, and then must take a refresher course every three years thereafter. All school employees who were employed prior to July 1, 2011 must take a refresher course, and must repeat that refresher course at least once every three years. • The principal for each school under the jurisdiction of a board of education shall annually certify to the superintendent for the board of education that each school employee, working at such school, is in compliance with the mandated reporting training requirements. The superintendent shall certify such compliance to the State Board of Education. 	3
C.G.S. § 10-145	<ul style="list-style-type: none"> • Employ individuals in certified positions only if they have the proper certification. • Employ substitutes only if they have a bachelor's degree, unless a waiver has been issued. 	2
C.G.S. § 10-145b	<ul style="list-style-type: none"> • Regularly observe, guide and evaluate the performance of assigned duties of teacher with an initial certificate; • Notify the Commissioner of Education when a certified employee has been terminated for moral misconduct. 	2
C.G.S. § 10-145f	Upon receipt of notice from the State that the teacher's provisional certificate will soon expire, notify each such teacher in writing, at such teacher's last known address, that the teacher's provisional certificate will expire.	1

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C.G.S. § 10-145o	<p>Develop a three-year plan for participation in the Teacher Evaluation and Mentoring (TEAM) program that meets statutory requirements. Board duties under the statute include the following:</p> <ul style="list-style-type: none"> • Form, with teachers' union representatives, a local or regional coordinating committee or committees to guide its activities under the plan. • Develop an annual budget based on its plan and submit it to SDE to receive state assistance for TEAM Program activities. • Recruit mentors from within and outside the district and assign them to work with the district's beginning teachers. • Ensure coverage by substitute teachers to allow mentors and beginning teachers to participate in the TEAM Program. • Communicate regularly with beginning teachers about training opportunities, workshops, and support groups. • Coordinate the TEAM Program with the district's teacher evaluation and supervision program, but keep the two separate. • Through the coordinating committee, verify that beginning teachers have completed the TEAM Program requirements for a provisional certificate and attest to that fact and that the teacher is eligible for the provisional certificate. • Ensure that schools (1) administer the state's online needs assessment to establish beginning teachers' goals and priorities for their individualized mentoring plans; (2) review and approve teachers' plans; (3) organize mentoring opportunities by grade, department, or specialty; (4) make time available for teachers to achieve their mentoring plan goals; (5) coordinate mentors' and teachers' activities and schedules to ensure proper implementation of the district plan; and (6) submit an annual report on mentor and teacher activities to the district's coordinating committee for review and approval. • Develop three-year plans that incorporate SDE's goals and instructional priorities along with local community and student needs. • Once a teacher completes the learning modules and successfully passes the district coordinating committee's final review, submit to SBE the names of the teachers eligible for provisional certificates. • Not consider a teacher's completion of the TEAM Program as a factor in any decision to continue the teacher's employment. • Beginning teachers shall satisfactorily complete certain instructional modules prescribed by statute. • Beginning teachers in the following subject areas and endorsement areas are required to successfully complete the teacher education and mentoring program in full: Elementary education, English and language arts, mathematics, science, social studies, special education, bilingual education, music, physical education, visual arts, world languages and teachers of English as a second language. • Beginning teachers in any other endorsement area shall be required to successfully complete one year of mentorship and two instructional modules. 	13
C.G.S. § 10-145r	Require certain employees (any employee holding an initial, provisional or professional educator certificate with (a) an early childhood nursery through grade three or (b) an elementary endorsement in a position requiring such an endorsement in kindergarten to grade three) to take a survey on reading instruction developed by SDE or a comparable reading instruction examination.	1
C.G.S. § 10-148a	<ul style="list-style-type: none"> • Each school year, each certified employee must participate in professional development. • School districts must make available, annually, at no cost to their certified employees, a program of professional development that is not fewer than eighteen hours in length, of which a preponderance is in a small group or individual instructional setting. The professional development program must include certain elements prescribed by statute. 	2

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C.G.S. § 10-149b	<p>Concussion education for coaches:</p> <ul style="list-style-type: none"> • Each school year, coaches must complete an initial training course regarding concussions prior to commencing the coaching assignment for the season of such school athletics. • Any coach who has completed an initial training course must annually review materials containing current and relevant information regarding concussions prior to commencing the coaching assignment for the season of such school athletics. Such annual review shall not be required in any year when such coach is required to complete a refresher course for reissuance of his or her coaching permit. • Coaches must complete a refresher course not later than five years after completion of the initial training course, as a condition of the reissuance of a coaching permit to such coach. Such coach shall thereafter retake such refresher course at least once every five years as a condition of the reissuance of a coaching permit to such coach. <p>Concussion education for parents and students:</p> <ul style="list-style-type: none"> • School districts must prohibit a student athlete from participating in any intramural or interscholastic athletic activity unless the student athlete, and a parent or guardian of such student athlete, (1) reads written materials, (2) views online training or videos, or (3) attends in-person training regarding the concussion education plan developed or approved by the State Department of Education. • Each school year, schools must provide each participating student athlete's parent or legal guardian with a copy of an informed consent form developed or approved by SDE and obtain such parent's or legal guardian's signature, attesting to the fact that such parent or legal guardian has received a copy of such form and authorizes the student athlete to participate in the athletic activity. 	5
C.G.S. § 10-149c	When a student athlete is removed from an athletic event due to a suspected concussion, a qualified school employee must notify the student athlete's parent/guardian that the student athlete has exhibited signs, symptoms or behaviors consistent with a concussion or has been diagnosed with a concussion. This notification must be made within twenty-four hours of such removal. A reasonable effort to provide such notification immediately after such removal must be made.	1
C.G.S. § 10-151	Notify teachers of termination/non-renewal of their contract and follow rules regarding such termination and non-renewal.	2
C.G.S. § 10-151a	Must provide knowledge of, access to, and, upon request, a copy of personnel records and performance evaluations to certified employees.	1
C.G.S. § 10-151b	<ul style="list-style-type: none"> • Superintendent must annually evaluate or cause to be evaluated each teacher, and such annual evaluations shall be the teacher evaluation and support program adopted pursuant to subsection (b) of this section. • Report (1) the status of teacher evaluations to the local or regional board of education on or before June first of each year, and (2) the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, aggregate evaluation ratings, the number of teachers who have not been evaluated and other requirements as determined by SDE, to the Commissioner of Education on or before September fifteenth of each year. • Adopt and implement a teacher evaluation and support program that is consistent with the guidelines for a model teacher evaluation and support program adopted by the State Board of Education. 	3
C.G.S. § 10-151c	Obtain consent before releasing any portion of a teacher's personnel file that is not considered a public record.	1
C.G.S. § 10-151e	Provide DCF, upon request, records pertaining to any investigation by DCF regarding suspected child abuse or neglect by a teacher employed by the board of education.	1
C.G.S. § 10-151h	Conduct training programs for all evaluators and orientation for all teachers relating to the provisions of the teacher evaluation and support program. Must (1) conduct the training programs and orientation at least biennially to all evaluators and teachers employed by such board, (2) conduct such training programs for all new evaluators prior to any evaluations conducted by such evaluators, and (3) provide such orientation to all new teachers hired by such board before such teachers receive an evaluation.	2
C.G.S. § 10-153	Refrain from discriminating on the basis of sex, gender identity or expression or marital status in the employment of public school teachers or in the determination of the compensation to be paid to such teachers.	1

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C.G.S. § 10-153d	<ul style="list-style-type: none"> • Meet with fiscal authority within 30 days of start of negotiations; • Permit member of fiscal authority to be present during negotiations; • Negotiate with relevant unions with respect to salaries, hours and other conditions of employment about which either party wishes to negotiate. 	3
C.G.S. § 10-153e	Refrain from engaging in prohibited/unfair labor practices.	1
C.G.S. § 10-153f	Participate, in accordance with the requirements of this statute, in mediation and arbitration of labor disputes.	1
C.G.S. § 10-154a	Turn over evidence of that a crime has been committed or is being committed by a student to law enforcement officials or the Department of Consumer Protection.	1
C.G.S. § 10-155f	Refrain from requiring that teachers reside in a municipality as a condition of employment.	1
C.G.S. § 10-156	Provide certified employees at least 15 sick days per year and permit accumulation of at least 150 unused sick days.	1
C.G.S. § 10-156a	Provide a duty free lunch period of consecutive minutes.	1
C.G.S. § 10-156c	Provide, without penalty, reservists with up to 30 days of military leave for field training per year.	1
C.G.S. § 10-156d	Reemploy certified employees after periods of military service and grant service time for period of military service.	1
C.G.S. § 10-157	Employ a superintendent to supervise schools and act as chief executive officer of the school district.	1
C.G.S. § 10-183n	<ul style="list-style-type: none"> • Notify teachers of the state retirement system before employing them. • Timely distribute, post or otherwise disseminate notices, bulletins, newsletters, annual statements of account and other information supplied by the State for the purpose of notifying teachers of their rights and obligations under the retirement system. • Furnish to the State reports and information necessary or desirable for the proper administration of the retirement system. • Deduct the proper amount each month from a teacher's pay for contributions to the retirement system. 	4
C.G.S. § 10-183t	Permit retired teachers who are not participating in Medicare Part A or Part B access to the current health insurance plan for teachers, subject to payment of a premium that may not exceed that paid by currently employed teachers.	1
C.G.S. § 10-183v	<ul style="list-style-type: none"> • Notify the Teachers Retirement Board at the beginning and end of any re-employment period of a retired teacher; • Allow temporarily re-hired teachers access to current health insurance plan. 	2
C.G.S. § 10-184	Provide parents or guardians who opt their five- or six-year-old child out of school with information on the educational opportunities available in the school system.	1
C.G.S. § 10-184a	If any school district provides special education programs or services for any child whose parent or guardian has chosen to educate such child in a private school in accordance with the provisions of section 10-184, such programs or services shall be in compliance with the Individuals with Disabilities Education Act, 20 USC 1400 et seq., as amended from time to time.	1

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C.G.S. § 10-186	<ul style="list-style-type: none"> • Provide, by transportation or otherwise, school accommodations so that each child five years of age and over and under twenty-one years of age who is not a graduate of a high school or technical high school may attend public school, except as provided in section 10-233c and subsection (d) of section 10-233d. • Any school district which denies school accommodations must inform the parent or guardian of such child or the child, in the case of an emancipated minor or a pupil eighteen years of age or older, of his/her right to request a hearing by the board. • A board of education which has denied school accommodations must advise the board of education under whose jurisdiction it claims such child should be attending school of the denial. • Give a requesting parent or student a hearing regarding ineligibility for school accommodations within ten days after receipt of the written request, make a stenographic record or tape recording of the hearing and make a finding within ten days after the hearing. Comply with other procedures and rules prescribed by statute. • Immediately enroll any student who transfers from Unified School District #1 or Unified School District #2. In the case of a student who transfers from Unified School District #1 or Unified School District #2 to the school district in which such student attended school prior to enrollment in Unified School District #1 or Unified School District #2, such student shall be enrolled in the school such student previously attended, provided such school has the appropriate grade level for such student. 	5
C.G.S. § 10-193	The superintendent must provide a certificate of a student's age to employers under certain conditions.	1
C.G.S. § 10-198a	<p>Adopt and implement policies and procedures concerning truants.</p> <p>Such policies and procedures must include, but need not be limited to, the following:</p> <ul style="list-style-type: none"> • The holding of a meeting with the parent or guardian of each child who is a truant and appropriate school personnel to review and evaluate the reasons for the child being a truant. • Coordinating services with and referrals of children to community agencies providing child and family services. • Annually at the beginning of the school year and upon any enrollment during the school year, notifying the parent or other person having control of each child enrolled in a grade from kindergarten to eight, inclusive, in the public schools in writing of the obligations of the parent or such other person pursuant to section 10-184. • Annually at the beginning of the school year and upon any enrollment during the school year, obtaining from the parent or other person having control of each child in a grade from kindergarten to eight, inclusive, a telephone number or other means of contacting such parent or such other person during the school day. • A system of monitoring individual unexcused absences of children in grades kindergarten to eight, inclusive, which shall provide that whenever a child enrolled in school in any such grade fails to report to school on a regularly scheduled school day and no indication has been received by school personnel that the child's parent or other person having control of the child is aware of the pupil's absence, a reasonable effort to notify, by telephone and by mail, the parent or such other person shall be made by school personnel or volunteers under the direction of school personnel. • If the parent or other person having control of a child who is a truant fails to attend the meeting held pursuant to (1) or if such parent or other person otherwise fails to cooperate with the school in attempting to solve the truancy problem, must require the superintendent of schools to file a written complaint with the Superior Court alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs. 	6
C.G.S. § 10-203	Maintain school facilities in accordance with the applicable public health statutes and regulations adopted by the Commissioner of Public Health.	1
C.G.S. § 10-204a	Require proof of immunization against specified diseases, including diphtheria, pertussis, tetanus, measles, mumps, rubella and other diseases, except for in circumstances where parents may be excused from providing such proof.	1
C.G.S. § 10-205	<ul style="list-style-type: none"> • If located in a town with a population of ten thousand or more, appoint one or more legally qualified practitioners of medicine as school medical advisors. • Provide such medical advisors with adequate facilities to conduct health examinations of individual students and to discharge such duties as may be prescribed by such board. 	2

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C.G.S. § 10-206	<ul style="list-style-type: none"> • Require students to have health assessments prior to enrolling in school, prior to either grade six or grade seven, and prior to either grade nine or grade ten. • Provide the parent/guardian of a child who requires a health assessment prior written notice and a reasonable opportunity to be present at such assessment or to provide for such assessment himself or herself. • Provide notice to a parent/guardian when a health assessment reveals the need for further testing or treatment. 	3
C.G.S. § 10-206a	Provide for health assessments without charge to all students whose parents or guardians meet the eligibility requirements for free and reduced price meals under the National School Lunch Program or for free milk under the special milk program.	1
C.G.S. § 10-206b	Each director of a Head Start program must require each child attending such program to be tested for lead levels in his blood after consultation with the school medical advisor and the local health department or in the case of a regional board of education, each local health department, that such tests are necessary.	1
C.G.S. § 10-206c	<ul style="list-style-type: none"> • Require that each student annually report whether the student has health insurance. • Provide information regarding state-sponsored health insurance programs for children, including application assistance for such programs, to the parent or guardian of each student identified as uninsured. 	2
C.G.S. § 10-207	<p>Work with the school medical advisor and the board of health or health department for the school district to:</p> <ul style="list-style-type: none"> • Plan and administer the health program for each school. • Advise on the provision of school health services. • Provide consultation on the school health environment. • Perform any other duties that may be agreed on by the school medical advisor and the local or regional board of education that appointed such school medical advisor. 	1
C.G.S. § 10-208a	Honor any written notice submitted by a licensed practitioner which places physical restrictions upon any student.	1
C.G.S. § 10-209	Annually designate a representative to receive reports of student immunizations and health assessments from health care providers.	1
C.G.S. § 10-210	<ul style="list-style-type: none"> • Subject to the provisions of section 19a-216, notice of any disease or defect from which any child is found by the school medical advisor to be suffering must be given to the parent or guardian of such child, with such advice or order relating thereto as such medical advisor deems advisable, and such parent or guardian shall cause such child to be treated by a reputable physician for such disease or defects. • When any child shows symptoms of any communicable disease, notice shall also be given to the director of health or board of health and such child shall be excluded from attendance at such school and not permitted to return without a permit from the town, city or borough director of health. 	2
C.G.S. § 10-212	Appoint one or more school nurses or nurse practitioners.	1

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C.G.S. § 10-212a	<ul style="list-style-type: none"> • Each local and regional board of education that allows a school nurse or, in the absence of such nurse, other individuals listed in the statute to administer medication, must adopt written policies and procedures, in accordance with this section and the regulations adopted pursuant to subsection (c) of this section, that shall be approved by the school medical advisor, if any, or other qualified licensed physician. • Once so approved, such administration of medication must be in accordance with such policies and procedures. • Each school wherein any controlled drug is administered under the provisions of this section must keep such records thereof as are required of hospitals under the provisions of subsections (f) and (h) of section 21a-254 and must store such drug in such manner as the Commissioner of Consumer Protection shall, by regulation, require. • A school nurse or, in the absence of a school nurse, a qualified school employee shall maintain epinephrine in cartridge injectors for the purpose of emergency first aid to students who experience allergic reactions and do not have a prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of epinephrine. A school nurse or a school principal shall select qualified school employees to administer such epinephrine under this subdivision, and there shall be at least one such qualified school employee on the grounds of the school during regular school hours in the absence of a school nurse. No qualified school employee shall administer such epinephrine under this subdivision unless such qualified school employee annually completes the training program described in section 10-212g. • With the written authorization of a student's parent or guardian, and pursuant to a written order of the student's physician licensed under chapter 370, a school nurse or a school principal must select, and a school nurse must provide general supervision to, a qualified school employee to administer medication with injectable equipment used to administer glucagon to a student with diabetes that may require prompt treatment in order to protect the student against serious harm or death. Such authorization shall be limited to situations when the school nurse is absent or unavailable. No qualified school employee shall administer medication under this subsection unless (A) such qualified school employee annually completes any training required by the school nurse and school medical advisor, if any, in the administration of medication with injectable equipment used to administer glucagon, (B) the school nurse and school medical advisor, if any, have attested, in writing, that such qualified school employee has completed such training, and (C) such qualified school employee voluntarily agrees to serve as a qualified school employee. • With the written authorization of a student's parent or guardian, and pursuant to the written order of a physician licensed under chapter 370, a school nurse and a school medical advisor, if any, must select, and a school nurse must provide general supervision to, a qualified school employee to administer antiepileptic medication, including by rectal syringe, to a specific student with a medically diagnosed epileptic condition that requires prompt treatment in accordance with the student's individual seizure action plan. Such authorization shall be limited to situations when the school nurse is absent or unavailable. No qualified school employee shall administer medication under this subsection unless (i) such qualified school employee annually completes the training program described in subdivision (2) of this subsection, (ii) the school nurse and school medical advisor, if any, have attested, in writing, that such qualified school employee has completed such training, (iii) such qualified school employee receives monthly reviews by the school nurse to confirm such qualified school employee's competency to administer antiepileptic medication under this subsection, and (iv) such qualified school employee voluntarily agrees to serve as a qualified school employee. 	6
C.G.S. § 10-212b	Adopt and implement policies (the requirements of which are set forth by statute) prohibiting any school personnel from recommending the use of psychotropic drugs for any child.	1

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C.G.S. § 10-212c	<ul style="list-style-type: none"> • Implement a plan for managing students with life-threatening food allergies and glycogen storage disease based on guidelines issued by the Department of Education. • Make such plan available on the district's website (or the website of each school) or, if such websites do not exist, make such plan publicly available through other practicable means as determined by the district. • Written notice of such plan must be provided to parents along with the annual written statement concerning pesticide application, required by Conn. Gen. Stat. § 10-231c(b). • Annually attest to the Department of Education that the school district is implementing such plan in accordance with the statutory provisions. 	4
C.G.S. § 10-212d	Prepare an emergency action response plan (1) to address the appropriate use of school personnel to respond to incidents involving an individual's experiencing sudden cardiac arrest or similar life-threatening emergency while on school grounds, and (2) for districts that have an athletic program, to address such incidents for individuals attending or participating in an athletic practice or event. Boards of education are required to assure that, at each school, an automatic external defibrillator and school personnel trained in the operation of an automatic external defibrillator and the use of cardiopulmonary resuscitation will be accessible during the school's normal operational hours, during school-sponsored athletic practices and athletic events taking place on school grounds and during school sponsored events not occurring during the normal operational hours of the school. School districts are excused from this obligation to have such equipment available at each school, however, if federal, state or private funding is not available to purchase the equipment or to train personnel.	1
C.G.S. § 10-214	<ul style="list-style-type: none"> • Provide vision, hearing, and postural screenings to students in specified grades. Provide written notice to a parent/guardian of any impairment or defect found during required vision, hearing, and or postural screenings. • Provide notice to a parent/guardian if the student did not participate in these required screenings and provide the reason the student did not participate. 	2
C.G.S. § 10-215	When a local or regional school district offers lunches, breakfasts, and/or other feeding programs, the school district must provide free lunches, breakfasts or other such feeding to children whose economic needs require such action under the standards promulgated by said federal laws.	1
C.G.S. § 10-215d	Local and regional school districts that serve breakfast and/or lunch to students must comply with regulations concerning nutrition standards for such means. The regulations are set forth in Conn. Agencies Regs. 10-215d-1.	1
C.G.S. § 10-215f	<ul style="list-style-type: none"> • School districts that participate in the National School Lunch Program must certify in their annual application to the Department of Education for school lunch funding whether, during the school year for which such application is submitted, all food items made available for sale to students and not exempted from the nutrition standards published by the Department of Education pursuant to section 10-215e will meet said standards. • School districts that certify compliance pursuant to this section may exclude from such certification the sale to students of food items that do not meet such standards, provided (1) such sale is in connection with an event occurring after the end of the regular school day or on the weekend, (2) such sale is at the location of such event, and (3) such food is not sold from a vending machine or school store. 	1
C.G.S. § 10-217a	Each town or regional school district which provides health services for children attending its public schools in any grade, from kindergarten to twelve, inclusive, must provide the same health services for children in such grades attending private nonprofit schools therein, when a majority of the children attending such schools are residents of the state of Connecticut.	1
C.G.S. § 10-217e	No art or craft material may be ordered or purchased by any local or regional school district for use by students in kindergarten through grade twelve unless such art or craft material bears a label that meets certain requirements (set forth in C.G.S. § 10-217d).	1
C.G.S. § 10-218	<ul style="list-style-type: none"> • Not later than one month after the date on which newly elected board members take office, elect a chairperson and elect a secretary. • The chairperson of the board of education or, in case of such chairperson's absence or inability to act, the secretary must call a meeting of the board at least once in six months and whenever such chairperson deems it necessary or is requested in writing so to do by three of its members. 	2

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C.G.S. § 10-220a	<ul style="list-style-type: none"> • Establish a professional development and evaluation plan. • Establish a professional development and evaluation committee to, among other things, develop, evaluate, and annually update the professional development and evaluation plan. The committee must include at least one teacher selected by the teacher's union, at least one administrator selected by the administrator's union, and such other school personnel as the board deems necessary. • Provide an in-service training program for teachers, administrators and pupil personnel who hold the initial educator, provisional educator or professional educator certificate. Such in-service program shall provide such teachers, administrators and pupil personnel with information on multiple topics prescribed by statute. 	3
C.G.S. § 10-220	<ul style="list-style-type: none"> • With the participation of parents, students, school administrators, teachers, citizens, local elected officials and any other individuals or groups such board shall deem appropriate, prepare a statement of educational goals. • Annually establish student objectives for the school year which relate directly to the statement of educational goals and which identify specific expectations for students in terms of skills, knowledge and competence. • Annually, submit to the Commissioner of Education a strategic school profile report for each school and school or program of alternative education. The superintendent shall present the profile report at the first regularly scheduled public meeting of the board of education after November 1. • Make available for public inspection the results of the air quality inspections/evaluations at a regularly scheduled board of education meeting and on the board's or each individual school's web site. • Maintain in a central location all records of allegations, investigations and reports that a child has been abused or neglected by a school employee and provide the State Department of Education access to such records. • Establish a school district curriculum committee which shall recommend, develop, review and approve all curriculum for the local or regional school district. • Develop and implement a written plan for minority staff recruitment for purposes of section 10-4a(3). • Adopt and implement an indoor air quality program that provides for ongoing maintenance and facility reviews necessary for the maintenance and improvement of the indoor air quality of their facilities, and a green cleaning program, pursuant to section 10-231g, that provides for the procurement and use of environmentally preferable cleaning products in school buildings and facilities. • Report to the Commissioner of Administrative Services on the condition of school district facilities and the action taken to implement their long-term school building program, indoor air quality program and green cleaning program. • Prior to January 1, 2008, and every five years thereafter, for every school building that is or has been constructed, extended, renovated or replaced on or after January 1, 2003, a local or regional board of education shall provide for a uniform inspection and evaluation program of the indoor air quality within such buildings, such as the Environmental Protection Agency's Indoor Air Quality Tools for Schools Program. The inspection and evaluation program shall include, but not be limited to, certain elements specified by statute, including (among other things) a review of the provision of indoor air quality maintenance training for building staff. The results of such inspection and evaluation program shall be made available for public inspection at a regularly scheduled board of education meeting and on the board's or each individual school's web site. 	10
C.G.S. § 10-220d	<ul style="list-style-type: none"> • Provide information related to technical high schools, regional agricultural science and technology centers, interdistrict magnet schools, charter schools and alternative high schools on school district websites. • Inform students and parents of students in middle and high schools within such board's jurisdiction of the availability of vocational, technical and technological education and training at technical high schools; and agricultural science and technology education at regional agricultural science and technology education centers. 	2
C.G.S. § 10-220g	Establish a written policy concerning weighted grading for honors and advanced placement classes. The policy must provide that parents and students are advised whether a grade in an honors class or an advanced placement class is or is not given added weight for purposes of calculating grade point average and determining class rank.	1

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Source	Summary	# of Mandates
C.G.S. § 10-220h	<ul style="list-style-type: none"> • Notify, in writing, a student's prior school district or charter school that the student has transferred to the district. This notice must be provided within two business days. • The prior school district must transfer the student's education records to the new school district within ten days and send notification of the transfer to the parent/guardian at the same time that it transfers the records. 	1
C.G.S. § 10-220i	Not deny a student access to school transportation solely due to such student's need to carry a cartridge injector while traveling on a vehicle used for school transportation.	1
C.G.S. § 10-220j	<ul style="list-style-type: none"> • Not prohibit blood glucose self-testing by children with diabetes who have a written order from a physician stating the need and the capability of such child to conduct self-testing. • Not restrict the time and location of blood glucose self-testing by a child with diabetes on school grounds who has written authorization from a parent or guardian and a written order from a physician stating that such child is capable of conducting self-testing on school grounds. 	2
C.G.S. § 10-220k	Disclose the educational records it maintains for a student confined pursuant to court order to a state-operated detention facility or community detention facility, provided that the facility makes a request for such records. If the student's parent/guardian did not give prior written consent for the disclosure of such records, the school district must send notification of such disclosure to the parent/guardian at the same time that it discloses the records.	1
C.G.S. § 10-220l	<ul style="list-style-type: none"> • Have a school swimming pool safety plan before any student is allowed to participate in swimming instruction, or interscholastic or extracurricular activities involving swimming. • This plan must be reviewed and updated as necessary prior to the commencement of each school year. I • In addition to the staff member conducting a swimming activity (physical education class, interscholastic competition, or extracurricular activity), there must be at least one qualified educator, qualified swimming coach or qualified lifeguard who shall be solely responsible for monitoring the school swimming pool for swimmers who may be in distress and providing assistance to such swimmers when necessary. The individual conducting a swimming activity must also be a qualified educator, qualified swim coach or qualified lifeguard. 	3
C.G.S. § 10-220o	Annually make available on school district's web site the aggregate spending on salaries, employee benefits, instructional supplies, educational media supplies, instructional equipment, regular education tuition, special education tuition, purchased services and all other expenditure items, excluding debt service, for each school in the district.	1
C.G.S. § 10-221	<ul style="list-style-type: none"> • Develop, adopt and implement written policies concerning homework, attendance, promotion and retention. • Develop, adopt and implement policies and procedures in conformity with section 10-154a for (1) dealing with the use, sale or possession of alcohol or controlled drugs by public school students on school property, including a process for coordination with, and referral of such students to, appropriate agencies, and cooperating with law enforcement officials. • Adopt a written policy and procedures for dealing with youth suicide prevention and youth suicide attempts. • Develop, adopt and implement written policies and procedures to encourage parent-teacher communication. Such policies and procedures must require the district to conduct two flexible parent-teacher conferences for each school year. 	4

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C.G.S. § 10-221a	<ul style="list-style-type: none"> • Do not permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed the requirements specified by statute. • Commencing with classes graduating in 2021, and for each graduating class thereafter, provide adequate student support and remedial services for students beginning in grade seven. • Determination of eligible credits shall be at the discretion of the local or regional board of education, provided the primary focus of the curriculum of eligible credits corresponds directly to the subject matter of the specified course requirements. • Only courses taken in grades nine to twelve, inclusive, shall satisfy the graduation requirements set forth in this section, with certain exceptions. • Each school year, create a student success plan for each student enrolled in a public school, beginning in grade six. Such student success plan must include a student's career and academic choices in grades six to twelve, inclusive. 	5
C.G.S. § 10-221b	<ul style="list-style-type: none"> • Provide the same directory information to military recruiters as is provided to other types of recruiters. • Establish a written uniform policy for the treatment of all recruiters, including commercial, nonmilitary and military concerns and recruiters representing institutions of higher education. 	2
C.G.S. § 10-221c	<ul style="list-style-type: none"> • Develop and implement a policy for the reporting of all complaints relative to school transportation safety, and maintain a written record of all such complaints received. • Annually, within thirty days after the end of the school year, provide the Commissioner of Motor Vehicles with a copy of the written record of complaints received for the previous twelve-month period. • Make a written report of the circumstances of any accident within his jurisdiction and knowledge, involving a motor vehicle and any pedestrian who is a student, which occurs at a designated school bus stop or in the immediate vicinity thereof, to the Commissioner of Motor Vehicles within ten days thereafter on a form prescribed by the commissioner 	3
C.G.S. § 10-221d	<ul style="list-style-type: none"> • Require each applicant for a position in a public school to state whether such person has ever been convicted of a crime or whether criminal charges are pending against such person at the time of such person's application. • Require each applicant for a position in a public school to submit to a records check of the Department of Children and Families child abuse and neglect registry established pursuant to section 17a-101k, before such applicant may be hired by such board. • Require each person hired by the board after July 1, 1994, to submit to state and national criminal history records checks within thirty days from the date of employment and may require, subject to the provisions of subsection (d) of this section, any person hired prior to said date to submit to state and national criminal history records checks. • Require each worker placed within a school under a public assistance employment program, employed by a provider of supplemental services pursuant to the No Child Left Behind Act, P.L. 107-110, or in a nonpaid, noncertified position completing preparation requirements for the issuance of an educator certificate pursuant to chapter 166, who performs a service involving direct student contact to submit to state and national criminal history records checks within thirty days from the date such worker begins to perform such service. • School districts which receive notice of a conviction of a crime by a person holding a certificate, authorization or permit issued by the State Board of Education; employed by a provider of supplemental services, or in a nonpaid, noncertified position completing preparation requirements for the issuance of an educator certificate, must send such notice to the State Board of Education. 	5

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C.G.S. § 10-221g	<ul style="list-style-type: none"> • Conduct an instructional time and facility usage assessment in order to maximize student learning and community use of facilities. • For purposes of such audit, the superintendent of schools of each school district must meet regularly with representatives from the public library and the recreation department in the town or towns that comprise the school district to coordinate the availability of facilities. 	2
C.G.S. § 10-221o	<ul style="list-style-type: none"> • Require schools to (1) offer all full day students a daily lunch period of not less than twenty minutes, and (2) include in the regular school day for each student enrolled in elementary school time devoted to physical exercise of not less than twenty minutes in total, except that a planning and placement team may develop a different schedule for a child requiring special education and related services. • Adopt policy concerning the issue regarding any school employee being involved in preventing a student from participating in the entire time devoted to physical exercise in the regular school day as a form of discipline. 	2
C.G.S. § 10-221p	Make available in the schools under its jurisdiction for purchase by students enrolled in such schools nutritious and low-fat foods, which shall include, but shall not be limited to, low-fat dairy products and fresh or dried fruit at all times when food is available for purchase by students in such schools during the regular school day.	1
C.G.S. § 10-221q	<ul style="list-style-type: none"> • Limit the types of beverages available to students during the regular school day to certain drinks without additives, as specified by statute. • Portion sizes of beverages, other than water, that are offered for sale must not exceed twelve ounces. 	2
C.G.S. § 10-221r	Each school year, provide an advanced placement course program.	1
C.G.S. § 10-221s	<ul style="list-style-type: none"> • Permit and give priority to any investigation conducted by the Commissioner of Children and Families or the appropriate local law enforcement agency that a child has been abused or neglected pursuant to sections 17a-101a to 17a-101d, inclusive, and section 17a-103. • Conduct investigation and take any disciplinary action, in accordance with the provisions of section 17a-101i, upon notice from the commissioner or the appropriate local law enforcement agency that such board's investigation will not interfere with the investigation of the commissioner or such local law enforcement agency. 	2
C.G.S. § 10-221t	In collaboration with the Board of Regents for Higher Education and the Board of Trustees for The University of Connecticut, develop a plan to align Connecticut's common core state standards with college level programs at Connecticut public institutions of higher education not later than one year after Connecticut first implements said standards.	1
C.G.S. § 10-221u	Adopt a policy concerning the issue regarding any school employee being involved in requiring any student enrolled in grades kindergarten to twelve, inclusive, to engage in physical activity as a form of discipline during the regular school day.	1
C.G.S. § 10-222	Should funds in addition to the amount appropriated by the town/municipality be required by a board of education, the chairperson of such board of education must notify the board of finance, board of selectmen or appropriating authority, as the case may be, and must submit a request for additional funds in the same manner as is provided for departments, boards or agencies of the town/municipality.	1
C.G.S. § 10-222c	Prior to hiring any person, make a documented good faith effort to contact previous employers of the person in order to obtain information and recommendations which may be relevant to the person's fitness for employment.	1

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C.G.S. § 10-222d	<ul style="list-style-type: none"> • Develop and implement a safe school climate plan to address the existence of bullying and teen dating violence in its schools. Such plan shall include specific elements prescribed by statute. • Not later than September 1, 2014, each local and regional school district that has not had a safe school climate plan previously reviewed and approved by the Department of Education shall submit such plan to the Department for review and approval. Not later than thirty calendar days after approval by the Department of such safe school climate plan, the board shall make such plan available on the board's and each individual school in the school district's website and ensure that such plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks. • Procedures for documenting and maintaining records of bullying investigations must be established. • Provide in-service training to employees on identifying and responding to bullying and preventing and responding to youth suicide. • Biennially, require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department of Education pursuant to section 10-222h. Such school climate assessments must be submitted to the Department. 	5
C.G.S. § 10-222e	<ul style="list-style-type: none"> • School districts that employ an athletic coach must require the athletic director or the immediate supervisor of such coach to evaluate, in accordance with the provisions of section 10-149d, such coach on an annual basis and provide such coach with a copy of such evaluation. • School districts that terminate or decline to renew the coaching contract of an athletic coach who has served in the same coaching position for three or more consecutive school years must inform such coach of such decision no later than ninety days after the completion of the sport season covered by the contract. Such coach must have an opportunity to appeal such decision to the local or regional board of education in a manner prescribed by such local or regional board of education. 	2
C.G.S. § 10-222k	<ul style="list-style-type: none"> • The principal of each school must establish a committee or designate at least one existing committee in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee must include at least one parent or guardian of a student enrolled in the school appointed by the school principal. The committee shall have certain responsibilities prescribed by statute. • The committee at each school in the district responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school must, among other things, implement the provisions of the school security and safety plan, developed pursuant to section 10-222m, regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying. 	2
C.G.S. § 10-222m	<ul style="list-style-type: none"> • For each school year, develop and implement a school security and safety plan for each school in the district. Such plans shall be based on the school security and safety plan standards developed by the Department of Emergency Services and Public Protection, pursuant to section 10-222n. • Annually review and update, if necessary, school security and safety plans. • For each school year, establish a school security and safety committee at each school in the district. The school security and safety committee shall be responsible for assisting in the development of the school security and safety plan for the school and administering such plan. • Annually submit the school security and safety plan for each school in the district to the Department of Emergency Services and Public Protection. 	4
C.G.S. § 10-222o	Make available on school district websites aggregate spending on salaries, employee benefits, instructional supplies, educational media supplies, instructional equipment, regular education tuition, special education tuition, purchased services and all other expenditures.	1

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C.G.S. § 10-223a	<ul style="list-style-type: none"> • Policies for promotion from grade to grade and for graduation must (1) include objective criteria for the promotion and graduation of students, (2) provide for the measuring of the progress of students against such criteria and the reporting of such information to parents and students, (3) include alternatives to promotion such as transition programs, and (4) provide for supplemental services, and such policies may require students who have substantial academic deficiencies that jeopardize their eligibility for promotion or graduation to attend after school programs, summer school or other programs offered by the school district that are designed to assist students in remedying such deficiencies. • Specify the basic skills necessary for graduation and include a process to assess a student's level of competency in such skills. The assessment criteria shall include, but not be exclusively based on, the results of the mastery examination, pursuant to section 10-14n, for students in grade ten or eleven. • Identify a course of study for those students who have not successfully completed the assessment criteria to assist such students to reach a satisfactory level of competency prior to graduation. 	3
C.G.S. § 10-224	<ul style="list-style-type: none"> • The Secretary of the Board of Education must keep a record of all its proceedings in a book which such secretary shall provide for that purpose at the expense of the town and shall submit to the town at its annual meetings a report of the doings of the board. • The report of the secretary and of the superintendent of schools must be printed with the reports of the town officers. • The superintendent must report to the Commissioner of Education such returns and statistics respecting the schools of the town as the commissioner requests. 	3
C.G.S. § 10-225	<ul style="list-style-type: none"> • Fix the salaries or compensation of the secretary of the board of education and of the attendance officers if the town does not do so. • No member of the board of education shall receive any compensation for services rendered as such member, but such member may be paid necessary expenses when performing a duty delegated by said board. 	2
C.G.S. § 10-226	<ul style="list-style-type: none"> • Annually, before October 1, provide to the Commissioner of Education the name and the address of employment and contractual annual salary of each teacher, principal and superintendent or other certified person which it employs. • Submit to the Commissioner of Education, within seven days after receipt of notice of the decision to accept a contract offer for employment as a new superintendent, the name and address of the person accepting such offer. 	2
C.G.S. § 10-226a	Report on the racial composition of teaching staff and student body.	1
C.G.S. § 10-226c	Prepare and submit a racial imbalance plan to the Department of Education if notified of the existence of a racial imbalance.	2
C.G.S. § 10-226h	Report biennially to the Commissioner regarding programs and activities undertaken to reduce racial, ethnic, and economic isolation.	1
C.G.S. § 10-227	Ensure that superintendent reports on receipts, expenditures, and statistics to the Commissioner of Education.	1
C.G.S. § 10-228	Provide textbooks for the use of students in the schools.	1
C.G.S. § 10-229	A two-thirds majority of the entire board is required for a vote to change textbooks.	1
C.G.S. § 10-230	Develop a policy to ensure that time is available each school day for students to recite the "Pledge of Allegiance".	1
C.G.S. § 10-231	<ul style="list-style-type: none"> • Provide for a fire drill to be held in the schools of the district not later than thirty days after the first day of school each year and then at least once each month. • Substitute a crisis response drill for one of the required monthly fire drills every three months, and develop the format for such crisis response drill in consultation with the appropriate law enforcement agency. 	2

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Source	Summary	# of Mandates
C.G.S. § 10-231b	<ul style="list-style-type: none"> • Employ only certified pesticide applicators for nonemergency pesticide applications in school or on school grounds. • No person shall apply a lawn care pesticide on the grounds of any public or private preschool or public or private school with students in grade eight or lower, except that an emergency application of a lawn care pesticide may be made to eliminate a threat to human health, as determined by the local health director, the Commissioner of Public Health, the Commissioner of Energy and Environmental Protection or, in the case of a public school, the school superintendent. 	
C.G.S. § 10-231c	<p>For schools without an integrated pest management plan:</p> <ul style="list-style-type: none"> • At the beginning of each school year, provide the staff of each school and the parents or guardians of each child enrolled in each school with a written statement of the board's policy on pesticide application on school property and a description of any pesticide applications made at the school during the previous school year. • Such statement and description shall be provided to the parents or guardian of any child who transfers to a school during the school year. • Notice of any modification to the pesticide application policy must be sent to any person who registers for notice under this section. • Prior to providing for any application of pesticide within any building or on the grounds of any school, provide for the transmittal of notice, by electronic mail, to parents and guardians who have registered for prior notice such that such electronic mail notice is received no later than twenty-four hours prior to such application. • Notice must be given by any means practicable to school staff who have registered for such notice. • Prior to providing for any application of pesticide within any building or on the grounds of any school, provide for notice of such application not less than twenty-four hours prior to such application by posting notice either on or through: (A) The home page of the Internet web site for the school where such application will occur, or, in the event such school does not have a web site, on the home page of the Internet web site for such local or regional board of education, and (B) the primary social media account of such school or local or regional board of education. • Indicate on the home page of the board of education how parents may register for prior notice of pesticide applications. • Not later than March fifteenth of each year, send through the electronic mail notification or alert system or service of such school or local or regional board of education the notice required by subdivision (1) of this subsection for applications made since January first of such year and a listing of such notices for applications made during the March fifteenth through December thirty-first timeframe from the preceding calendar year. In addition, print such electronic mail notification required by this subdivision in the applicable parent handbook or manual, provided nothing in this subdivision shall be construed to require the reprinting of such handbook or manual to provide such notification. • No application of pesticide may be made in any building or on the grounds of any school during regular school hours or during planned activities at any school except that an emergency application may be made to eliminate an immediate threat to human health if (1) it is necessary to make the application during such a period, and (2) such emergency application does not involve a restricted use pesticide, as defined in section 22a-47. No child may enter an area where such application has been made until it is safe to do so according to the provisions on the pesticide label. • May make an emergency application of pesticide without prior notice under this section in the event of an immediate threat to human health provided the board provides for notice, by any means practicable, on or before the day that the application is to take place to any person who has requested prior notice under this section and concomitantly provides such notice in accordance with subdivision (2) of subsection (c) of this section. • Maintain a copy of the record of each pesticide application at a school for a period of five years. 	11

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Source	Summary	# of Mandates
C.G.S. § 10	<p>For schools with an integrated pest management plan:</p> <ul style="list-style-type: none"> • At the beginning of each school year, provide the staff of each school with written guidelines on how the integrated pest management plan is to be implemented and shall provide the parents or guardians of each child enrolled in each school with a statement that shall include a summary of the integrated pest management plan for the school. • Such statement shall be provided to the parents or guardian of any child who transfers to a school during the school year. • Notice of any modification to the integrated pest management plan shall be sent to any person who registers for notice under this section. • Maintain a registry of persons requesting notice of pesticide application at their school. • Provide notice, by any means practicable, to any person who has requested notice under this section on or before the day that any application of pesticide is to take place at a school. • No application of pesticide may be made in any building or on the grounds of any school during regular school hours or during planned activities at any school except that an emergency application may be made to eliminate an immediate threat to human health if (A) it is necessary to make the application during such a period, and (B) such emergency application does not involve a restricted use pesticide, as defined in section 22a-47. No child may enter an area of such application until it is safe to do so according to the provisions on the pesticide label. • Prior to providing for any application of pesticide within any building or on the grounds of any school, provide for notice of such application not less than twenty-four hours prior to such application by posting the notice required by subdivision (1) of this subsection either on or through: (A) The home page of the Internet web site for the school where such application will occur, or, in the event such school does not have a web site, on the home page of the Internet web site for such local or regional board of education, and (B) the primary social media account of such school or local or regional board of education. • Indicate on the home page of the board of education how parents may register for prior notice of pesticide applications, as described in subdivision (1) of this subsection. • Not later than March fifteenth of each year, send through the electronic mail notification or alert system or service of such school or local or regional board of education the notice required by subdivision (1) of this subsection for applications made since January first of such year and a listing of such notices for applications made during the March fifteenth through December thirty-first timeframe from the preceding calendar year. In addition, print such electronic mail notification required by this subdivision in the applicable parent handbook or manual, provided nothing in this subdivision shall be construed to require the reprinting of such handbook or manual to provide such notification. • Maintain a copy of the record of each pesticide application at a school for a period of five years. 	10
C.G.S. § 10-231e	<ul style="list-style-type: none"> • Ensure that heating, ventilation and air conditioning system is (1) maintained and operated in accordance with the prevailing maintenance standards at the time of installation or renovation of such system, and (2) operated continuously during the hours in which students or school personnel occupy school facilities, except during scheduled maintenance and emergency repairs, and during periods for which school officials can demonstrate to the local or regional board of education's satisfaction that the quantity of outdoor air supplied by an air supply system that is not mechanically driven meets the Standard 62 (as defined in the statute) requirements for air changes per hour. • Must maintain records of the maintenance of their heating, ventilation and air conditioning systems for a period of not less than five years. 	

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C.G.S. § 10-231g	<ul style="list-style-type: none"> • Develop and implement a green cleaning program for the cleaning and maintenance of school buildings. • Notice of the district's green cleaning program must be provided to staff, and if requested, to parents and guardians. Such notice shall include certain information specified by statute. • Make such notice, as well as the report submitted to the Department of Education (pursuant to section 10-220(a)), available on the school district's web site and the web site of each school under such board's jurisdiction. If no such web site exists, the board must make such notice otherwise publicly available. 	3
C.G.S. § 10-232	A person cannot serve as a member of the board of education and be employed for compensation by that same board of education.	1
C.G.S. § 10-233c	Follow requirements regarding suspension of students.	1
C.G.S. § 10-233d	Whenever a local or regional board of education notifies a student between the ages of sixteen and eighteen or the parents or guardian of such student that an expulsion hearing will be held, the notification must include a statement that the board of education is not required to offer an alternative educational opportunity to any student who is found to have engaged in certain prohibited conduct (as described in the statute)	1
C.G.S. § 10-233e	<ul style="list-style-type: none"> • Inform all students and their parents/guardians/surrogate parents, at least annually, of the board policies governing student conduct and school discipline. • Provide an effective means of notifying the parents/guardians/ surrogate parents of any minor student against whom disciplinary action has been taken. Such notice shall be given within twenty-four hours of the time the student was excluded. 	2
C.G.S. § 10-233f	<ul style="list-style-type: none"> • Before imposing an in-school suspension, provide the student with the same type of informal hearing that is required for suspensions generally. • No student may be placed on in-school suspension more than fifteen times during a school year, or for a total of more than fifty days, whichever is less. 	2
C.G.S. § 10-233g	A school principal shall report an assault on a teacher by a student to the local police authority.	1
C.G.S. § 10-233h	Maintain reports of arrested students in a secure location and maintain the confidentiality of such reports.	1
C.G.S. § 10-233i	Superintendent must timely provide recommendations regarding conditions for disposition or sentencing, as well as information regarding the attendance, adjustment, and behavior of a student on probation to a requesting court.	1
C.G.S. § 10-233j	<ul style="list-style-type: none"> • Only grant permission to a parent or student who requests that the student be permitted to possess a pager on school grounds if the student/parent establishes a reasonable basis for such possession. • May restrict the use/possession of cellular phones on school grounds, but must consider the special needs of parents and students when establishing any such restrictions. 	2
C.G.S. § 10-233k	Upon a report from the Department of Children and Families that there is a risk of imminent personal injury to individuals from a child in its custody who has been adjudicated a serious juvenile offender, the superintendent of schools must notify the principal at the school the child will be attending that the child is potentially dangerous.	1
C.G.S. § 10-235	Under certain conditions, indemnify school employees.	1
C.G.S. § 10-236a	Indemnify board members and staff for expenses resulting from assault on them while they are on duty, to the extent that their individual insurance, workers' compensation or other source does not pay the bill.	1
C.G.S. § 10-238	Hold a hearing if board receives a petition signed by the greater of fifty electors or one percent of the electors in the town, such signatures to be verified by the town clerk.	1
C.G.S. § 10-239i	If designated by the Commissioner of Education, participate in the National Assessment of Educational Progress or in any other national or international measure of student progress as may be determined by the commissioner.	1
C.G.S. § 10-239j	Within 45 days, make public (at a board meeting and by making such records available for inspection) the results of an accreditation report for any school in its jurisdiction.	1

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Source	Summary	# of Mandates
C.G.S. § 10-244a	May not employ persons who will possess firearms to provide security at school buildings unless they were sworn officers of the local police, state police, federal law enforcement agencies, or sworn officers of police departments from different states who retired in good standing and who receive the training as specified in the statute.	1
C.G.S. § 10-249	<ul style="list-style-type: none"> • Annually determine the age and number of children of compulsory school age. • If any child of school age is not in school, make a reasonable effort to find out why. • If the child is working, make a reasonable effort to find out the name of the employer. 	3
C.G.S. § 10-250	Determine and report the number and ages of compulsory school age children in the school district.	1
C.G.S. § 10-253	<ul style="list-style-type: none"> • Be financially responsible for the education costs of district children placed in other districts by state agencies, up to 100% of its average per pupil cost. • Provide fee schooling for children living in temporary shelters. • If a juvenile detention facility operated by, or under contract with, the Judicial Department is located in the school district, be responsible for providing, and paying part of the cost of, regular and special education and related services for students held in facility. 	3
C.G.S. § 10-262i	Appropriate certain amounts for education.	1
C.G.S. § 10-264i	<ul style="list-style-type: none"> • If not participating in an interdistrict magnet school, for any students who enroll in such school, pay tuition, if any. • If participating, provide annual opportunities for students to attend the school in certain numbers. 	1
C.G.S. § 10-281	Provide the same transportation services for students enrolled in nonpublic schools in the district as for public school students, if a majority of the nonpublic school's students are Connecticut residents.	1
C.G.S. § 10-291	The Department of Administrative Services will not approve a school building project plan or site if, in the case of a new construction, extension, renovation or replacement, the plans do not provide that the building maintenance staff responsible for such facility are trained in or are receiving training in, or that the applicant plans to provide training in, the appropriate areas of plant operations including, but not limited to HVAC systems, with specific training relative to indoor air quality.	1
C.G.S. § 10-292r	To be eligible for state reimbursement, school construction projects must conform to new standards for safety in school construction established by the School Safety Infrastructure Council.	1
C.G.S. § 10-223g	<ul style="list-style-type: none"> • School districts with a dropout rate of eight per cent or greater in the previous school year must establish an on-line credit recovery program. • Each school in the school district must designate, from among existing staff, an on-line learning coordinator who must administer and coordinate the on-line credit recovery program pursuant to this section. 	2
C.G.S. § P.A. 15-133, § 1	Make information relating to alternative education, including location, contact information, staff directory information, and enrollment criteria, available on the district's website.	1

Inventory of State Mandates Pertaining to School Districts in Connecticut
Prepared by Shipman & Goodwin LLP

Source	Summary	# of Mandates
C.G.S. § P.A. 15-141, § 1	<ul style="list-style-type: none"> • Record each instance of the use of physical restraint or seclusion on a student, specify whether the use of seclusion was in accordance with an individualized education program, specify the nature of the emergency that necessitated the use of such physical restraint or seclusion, and include such information in an annual compilation on its use of such restraint and seclusion on students that is provided to the State. • Provide training to school professionals, paraprofessional staff members and administrators regarding physical restraint and seclusion of students. Such training shall be phased in over a period of three years beginning with the school year commencing July 1, 2015, and shall include, but not be limited to, certain elements prescribed by statute. • Develop policies and procedures that establish monitoring and internal reporting of the use of physical restraint and seclusion on students and make such policies and procedures available on the school district's website and in its procedures manual. • Each school year, require each school in the district to identify a crisis intervention team consisting of school professionals, paraprofessional staff members and administrators who have been trained in the use of physical restraint and seclusion. Such teams shall respond to any incident in which the use of physical restraint or seclusion may be necessary as an emergency intervention to prevent immediate or imminent injury to a student or to others. Each member of the crisis intervention team shall be recertified in the use of physical restraint and seclusion on an annual basis. 	4
C.G.S. § P.A. 15-205, § 9	Establish a confidential rapid response team to coordinate with DCF to ensure prompt reporting of suspected abuse or neglect and to provide immediate access to information and individuals relevant to DCF's investigation. This team must include a teacher, the superintendent, a local police officer, and any other person the board of education deems appropriate.	1
C.G.S. § P.A. 15-225, § 2	<ul style="list-style-type: none"> • For certain school districts with chronic absenteeism as defined by statute, establish an attendance review team to address chronic absenteeism in the school district or at the school or schools. • Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children, and making any additional recommendations for such truants and chronically absent children and their parents or guardians. • Each attendance review team shall meet at least monthly. 	3
C.G.S. § P.A. 15-5, § 226	Annually review the transportation arrangements of special needs students, both in an out of district, and make the appropriate changes to ensure the safe transportation of the students, which may involve placing school bus monitors or cameras on the vehicles used for such transport.	1
C.G.S. § P.A. 15-5, § 301	<ul style="list-style-type: none"> • School districts that have been granted an innovation waiver or innovation waiver renewal by the State Board of Education must post it on the district's website. • Boards must also submit to the State Board of Education (A) annual progress reports relating to the implementation of the innovation waiver or innovation waiver renewal, and (B) a final report relating to the results of such innovation waiver or innovation waiver renewal. 	2
C.G.S. § 17a-101	Mandated reporters in the school setting are "a school employee as defined in [Conn. Gen. Stat.] Section 53a-65."	1
C.G.S. § 17a-101i	<ul style="list-style-type: none"> • Assure that policy concerning child abuse and neglect reporting conforms to the elements of DCF's model policy. • Distribute the policy in writing to all school district employees each year, and document that fact. • All school employees hired after July 1, 2011 must take a training course concerning reporting of child abuse and neglect, and they must take a refresher course every three years thereafter. • By July 1, 2012, all school employees who were employed prior to July 1, 2011 must take a refresher course, and must repeat that refresher course at least once every three years. • School officials must document that employees have had such training. 	5

Inventory of State Mandates Pertaining to School Districts in Connecticut
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Source	Summary	# of Mandates
C.G.S. § 19a-342	Smoking must be prohibited within a public school building while school is in session or student activities are being conducted. NB: Federal law requires that smoking be prohibited in school facilities at all times.	1
C.G.S. § 29-292	School buildings must be equipped with carbon monoxide detection and warning equipment.	1
C.G.S. § 29-315	Schools must have on each floor an automatic fire extinguishing system approved by the State Fire Marshal.	1
C.G.S. § 31-51rr	Provide employees who are parties to a civil union and have worked for the political subdivision for at least 12 months and 1,250 hours during the past 12 months with the same FMLA benefits that federal law provides to parties to a marriage.	1
C.G.S. § 46a-150 et seq.	Comply with detailed requirements regulating the use of restraint and seclusion.	1
Regs. Conn. State. Ag. § 10-76d-15	Provide a process/forms for parents to request homebound instruction (i.e., instruction that must be provided to students when they are unable to attend school for a verified medical reason) for their child.	1
Regs. Conn. State. Ag. § 10-76d-19	<ul style="list-style-type: none"> • Operators of vehicles must be given in-service training as is necessary to acquaint them with the specific needs of the children being transported and to equip them to meet those needs. • Operators of vehicles shall meet the licensure requirements of the department of motor vehicles. 	2
Regs. Conn. State. Ag. § 10-145d-423	To retain a coaching permit, a coach must participate in at least fifteen clock hours of approved training every five years.	1
Regs. Conn. State. Ag. § 10-214a-3	<ul style="list-style-type: none"> • Require the use of appropriate eye protective devices in each laboratory and workshop by any person in such areas during any activity risking damage to the eyes. • Enforce rules and the regulations in sections 10-214a-1 to 10-214a-3. • Provide safety instructions in eye safety practices and the use of eye safety devices appropriate to the activity engaged in. • Post warnings and instructions in laboratories and workshops which include the list of hazards and protection required set forth in section 10-214a-1. • Make and enforce rules for the maintenance of all eye protective devices in clean, safe condition. • Replace any protector which becomes irritating to the skin. 	6
34 C.F.R. § 300.623	All persons collecting or using personally identifiable information must receive training or instruction regarding the State's policies and procedures under § 300.123 and 34 CFR part 99.	1
40 C.F.R. 763.93(g)(4)	Create, maintain, and update asbestos management plans and notify parent and employee organizations each year that these plans are available.	1
29 C.F.R. 1910.1030	<ul style="list-style-type: none"> • Provide training to all school employees with occupational exposure to blood or other potentially infectious materials at the time of initial assignment to tasks where occupational exposure may take place and at least annually thereafter, at no cost to the employee and during working hours. • Institute a training program and ensure employee participation in the program. The training program must contain, at a minimum, certain elements specified by statute. 	2

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Inventory of State Mandates Pertaining to School Districts in Connecticut
Prepared by Shipman & Goodwin LLP

Source	Summary	# of Mandates
	<p>NOTES:</p> <ul style="list-style-type: none">• This inventory generally includes mandates derived from Title 10 of the Connecticut General Statutes that apply to local and regional school districts in Connecticut.• This inventory generally does not include obsolete and expired mandates, mandates embedded in state or federal regulations, and mandates that apply (1) only to certain types of school districts, such as low-achieving school districts; (2) as a condition of receiving a state grant other than an Education Cost Sharing grant; or (3) to all public agencies, such as the Freedom of Information Act.• This inventory includes a few relevant mandates that fall outside the aforementioned parameters, however, the inventory does not represent an exhaustive list of mandates outside Title 10 of the Connecticut General Statutes.• The summaries of the mandates in this inventory are detailed but not necessarily comprehensive, as they are designed to give the reader a flavor for the nature of the mandate. For purposes of compliance, school districts should refer to the statutory and regulatory provisions themselves, and/or consult legal counsel, rather than rely solely on the summaries.• Many statutory and regulatory provisions include multiple mandates, and often those mandates fall within different categories. For those provisions, we checked all the categories that apply to the mandates therein.• This inventory is a work in progress. More relevant mandates may be identified and/or additional relevant mandates may be passed by the legislature.	

**Teacher Settlement Data
2017-18**

DATE REPORTED	DISTRICT	PROCESS	RAT (Y/N)	WITHOUT INCREMENT				WITH INCREMENT				
				2018-19	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22	
08/17/17	NEW BRITAIN	MED	Y	0.00%				0.00%	2.60%	2.75%	I	
	Distribution to be worked out by the parties; PCS for HDHP plan incr from 18% to 19% in yr 2 & 20% in yr 3.											
08/24/17	WEST HAVEN	NEG	Y	2.49%				3.15%	reopen	reopen	H	
	1% at max plus step; HDHP made sole plan eff 7/1/17, PCS 18% in 17-18 incr to 19% in 18-19, 20% in 19-21, Deduct \$2000/4000, BORE funds HSA at 50%, RX \$5/25/40.											
09/26/17	MANSFIELD	NEG	Y	0.00%	2.00%	2.50%		0.69%	2.93%	3.46%	C	
	HDHP becomes core plan w/buy up PPO, PCS for HDHP incr from 15% to 16% in yr 1, 17% in yr 2 & 18% in yr 3.											
09/29/17	WILLINGTON	NEG	Y					2.14%			E	
10/02/17	EASTFORD	MED	Y	0.00%	2.50%	2.00%		1.37%	2.50%	3.38%	E	
	PCS for PPO incr from 18.5% to 19.5% in yr 2, 20.5% in yr 3.											
10/05/17	WESTON	MED	Y					2.35%	2.42%		A	
	Step plus 1% at max each year.											
10/16/17	BLOOMFIELD	MED	Y	1.80%	1.70%	1.70%		1.80%	3.08%	3.06%	G	
	PCS for HDHP incr from 10% to 11% in yr 1, 12% in yr 2 & 13% in yr 3; PCS for PPO incr from 18% to 19% in yr 2 & 20% in yr 3.											
10/16/17	REDDING	NEG	Y					3.19%	2.80%	3.00%	A	
	HDHP will be only medical plan option. Salary grid increased from 12 to 16 steps. Schedule restructured in yr 1, step in each year, incr at max 2.0% in yr 1, 2.5% in yr 2 & 2.94% in yr 3; Eliminated PPO, HSA 70% BORE funded in yr 1, 50% in yr 2 & 3, PCS 19.5% in yr 1, 20% in yr 2 & 20.5% in yr 3.											
10/16/17	STAMFORD	MED	Y					2.99%			H	
	Yr 1: Step plus 1.24% at max, Yr 2: reopener; Eff 1/1/18 CT State Partnership Plan 2.0 will be sole plan at 18% PCS.											
10/16/17	BRANFORD	MED	Y					2.35%	2.70%	2.80%	D	
	Yr 1: No step, 3% below, 2% max; Yr 2: step, 0% below, 1.2% max; Yr 3: step, 1.28% at max; PCS for HDHP incr from 16.5% to 17.5% in yr 2 & 18% in yr 3, added post deduct RX of \$10/25/40.											
10/16/17	SHARED SERVICES	MED	Y					2.50%				
10/18/17	WOODSTOCK	MED	Y	1.50%				1.50%	2.90%	3.10%	E	
	No step in Yr 1; Yr 2: step & 2% at max; Yr 3: step & 2.27% at max.											

**Teacher Settlement Data
2017-18**

DATE REPORTED	DISTRICT	PROCESS	RAT (Y/N)	WITHOUT INCREMENT				WITH INCREMENT			
				2018-19	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22
10/23/17	REGION 9	NEG	Y					2.95%	2.98%	2.91%	A
	Step & 1.1% below max & 1.6% at max each year; HDHP will be only option for new hires & for all in yr 2.										
10/24/17	CORNWALL	MED	Y	2.60%	0.78%			2.60%	2.60%		C
	Moved to State of CT Partnership Plan 2.0 health insurance. Added 1 day to teacher work year (185 to 186 days)										
10/25/17	SALISBURY	MED	Y					2.51%	2.78%	2.91%	E
10/30/17	BETHANY	MED	Y					2.59%	2.53%	2.57%	C
	Schedule restructured in yr 1; yr 2 and 3 step & 0.5% at max; after school mtgs incr from 2/mo. for 1 hr to 3/mo for 50 min; PCS for HDHP incr from 22% to 23% in yr 2, 24% in yr 3, BOE funding of HSA in 2 installments.										
10/30/17	MONTVILLE	MED	Y	2.00%	1.39%	1.42%		2.00%	3.04%	2.65%	F
	Years 2 & 3: 1.0% below max, 1.50% at max plus step; HDHP will be base plan with buy-up to PPO; PCS for HDHP incr from 18.5% to 20% in yr 3.										
11/13/17	GRANBY	NEG	Y	0.00%	0.00%	0.48%		3.62%	3.73%	0.475%	B
	Curricular, athletic and extra-curricular stipends increased by 1.3% for each of the 3 years. Retired teachers and their spouses who are eligible for medical, dental and vision insurance through the Teacher's Retirement Board will be required to move to the Teacher's Retirement Board plan, or another plan of their choice, for these insurances.										
11/13/17	EASTON	NEG	Y					2.52%	2.47%	2.77%	A
	2018-19 and 2019-20, 1% to max step only; 2020-21, 0.29% all steps below max step and 1.31% to max step. Teachers not at max step advance one step in each of the three years. HDHP optional in yr 1, and the only plan in years 2 and onward. Current PPO available year one only at full buy up cost.										
	WINDHAM CNTY							1.50%	2.90%	2.95%	I
	Distribution to be negotiated by the parties; HDHP is the base plan option, teachers hired after 7/1/13 not currently in POS plan must choose HDHP; PCS for HDHP incr from 15.75% to 16.5% in yr 1, 17.5% in yr 2 & 18% in yr 3; Yr 2: post deduct RX: \$5/25/40, BOE reduces funds HSA 61.25% to 50%.										
	TOLLAND CNTY			1.90%				1.90%	2.86%	2.96%	C
	Yr 1: no step; Yr 2: step & 1.7% at max; Yr 3: step & 1.50% at max; HDHP plan added RX copy after deduct \$5/25/40.										
	FAIRFIELD CNTY							2.30%			B
	Yr 1: 1.04% at max only & Step; PCS for HDHP will be 18.5%; parties will discuss State Partnership Plan.										
	WINHAM CNTY							2.50%	2.50%	2.75%	H
	Keep \$2000/4000 HDHP (existing) at 20%, 20%, 21% premium cost share. HSA Funding at 50% all 3 yrs.										

Connecticut Association of
Boards of Education

Teacher Settlement Data
2017-18

DATE REPORTED	DISTRICT	PROCESS	RAT (Y/N)	WITHOUT INCREMENT				WITH INCREMENT			
				2018-19	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22
AVERAGE				2018-19 1.37%	2019-20 1.40%	2020-21 1.62%	2021-22 ####	2018-19 2.32%	2019-20 2.81%	2020-21 2.78%	2021-22 ####