

Jordana Bloom  
Phil Carroll  
Dan Honan  
Kelley Johnson  
Paul Lundquist  
Dan Wiedemann



## TOWN OF NEWTOWN

### LEGISLATIVE COUNCIL EDUCATION COMMITTEE

#### Minutes

Thursday March 21, 2019 at 7:30 PM  
Town Hall South Meeting Room

Present: Dan Wiedemann, Jordana Bloom, Phil Carroll, Kelley Johnson, Paul Lundquist, Dan Honan  
(8:10pm)

Also, Present: School Supt. Dr. Lorrie Rodrigue, School Business Director Ron Bienkowski, BOE Chair Michelle Ku, BOE Member Dan Delia

#### 2 Members of Public

Public Participation: Steve Rosenblatt, 50 Watkins Drive, Sandy Hook presented letter written to Newtown Bee for inclusion with these minutes <See Attached>

#### Old Business:

- Group reviewed previously submitted questions <See attached>
  - Question #2:
    - Class size guidelines
    - Grades K-2 : 20 students
    - Grades 3-5 : 25 students
    - Grades 6-12 : 25 students
    - 30 is contractual limit
  - Question #3
    - SEAL is elementary program
    - SAIL is at high school
    - Both programs serve students who would otherwise be outplaced
    - Can go to some classes, but can also be pulled out of class to get services right in the building
    - Looking at intradistrict program and possibly opening up to neighboring districts, because all schools are facing more outplacements
    - All schools are looking at needs and grade levels
    - Last year started looking at Hawley and now looking at more middle level
    - Hawley has ~10:1 w/behavioral and paraeducators for students with major needs
    - Why is in-placement (if possible) less expensive than outplacement?
      - Save transportation costs
      - Do not duplicate administration costs
      - Leverage infrastructure savings (school buildings)
      - Can leverage teachers/para that we already have
    - Why would a neighboring school want to come to Newtown?
      - Still have to pay transportation costs, but saving in other areas
    - ~15 mediations between families and district. Usually results in a compromise.
    - Currently looking at the high school in the space that was formerly used as the nurture. Could easily take 20-25 students with existing staff.
  - Question #4
    - If we charged for non-district students, then we would start at ~\$19K as base cost and then bill for different services on top of that
    - ~\$25K is very inexpensive for outplacement, doesn't even start that low



- When test scores come in, need to figure out what to look at: instruction, teaching, different students, infrastructure, changes that are happening all the time
- Dir. of Teaching and Learning would have an eye on testing, but typically digesting test scores is a lot of consideration and reviews with existing resources. We don't need to necessarily throw money to increase test scores, there is a lot of stuff that we look at first.
- Dir. of Teaching and Learning can tie learning threads together
- NHS gets notification of students that are doing well in their first year of college. A lot of anecdotal evidence that students are doing well in college.
- How does district know how students who don't go to college are faring? Difficult.
- Counselor workshops are happening every year, looking at interests, kinds of colleges that they are suited for, expectations, careers
- College fairs also include trades and military
- New question: How many vehicles does BOE have and how are they used? Are they taken home?
- We will have discussion around Dir. of Teaching and Learning at full council.
- Next meeting for committee will be Thursday, March 28.
- Meeting Adjourned 9:40pm
- Attachments

Minutes taken by Kelley Johnson



- 41 outpaced students require \$3.7M (p.157) —> We could bring some of these students. This would be some of the students.
- We need to find a way to show benefit if we are going to offer services to other town.
- Program was initiated for Newtown students and intentionally starting school
- \$100K special-ed contingency fund is the same as a non-lapsing account on town side
- If money were to build up, then would be asked to spend down
- Tricky situation, because \$100K does not cover special ed \$ volatility and BOE is being asked to plan better, but then people don't like being taxed unnecessarily if the money doesn't end up getting used in any given year.
- Capital non-recurring is not available to BOE, only available to town and municipal side.
- Trending a little above budget right now. About 98% spend in emergency repair account and when things break down they are usually expensive, so that is an area we are paying attention to.
- Received ~\$125K from excess cost grant from state, but could change w/second payment.
- Question #5
  - Job coaching is a program mandated by the state
  - Q. Can this service come from state v. Newtown?
  - ~15 kids, typically highly disabled with 3-FT, 4-PT. Job coaches travel to job site with students.
- Question #6
  - BOE already has a search committee for Asst. Superintendent position. BOE, Superintendent, Teachers, 1 parent, etc.
- Question #7
  - Technology need is greater than ask in budget to try to be responsive to BOF request to level Y-to-Y
- Question #9
  - Only school with fuel oil is HOM, which will persist until there is an available gas line in that area
  - We are reducing dependency on fossil fuels over the years
  - Propane will probably be put out to bid in next month or so. Bid will include fueling infrastructure. Some companies are willing to provide fueling infrastructure and some are not.
  - All Star Transportation currently has leased property that does not have fueling infrastructure
- Question #11
  - Pretty much all mandates are unfunded mandates. There are no funded mandates.
  - One mandate was increase in credit hours for graduation, so while enrollment was decreasing the need for teachers increased due to the fact that more classes were needed to cover extra 2 credits in subject areas (health, world language). Dynamics pretty much cancelled one another out in budget.
  - Requirement for testing are impacting technology budget w/maintenance and obsolesce requirements.
  - NGSS requires A LOT of professional development
  - Safe school climate came from anti-bullying
  - Bought Alpine to look at a variety of assessments and see how we were doing
  - ~\$375K just for unfunded mandates for examples shown in Q&A and more mandates are coming in all the time.
  - It's often hard to estimate mandates, because sometimes take many more hours (which create opportunity lost in other areas), technology, etc. Privacy issues consumed a HUGE amount of technology directors time. Some are more soft cost and some have more tangible cost.
  - Discussion that mandates are driving costs up, so might be worthwhile to figure out how to quantify to explain why cost increase is higher than savings from enrollment decrease
- Question #13
  - We are very low in arts score, which we've learned it might be a coding issue
  - 2 schools were schools of distinction, SHES, HOM, both performance and growth



To The Editor;

Since 2007/08, when we had 5,628 enrolled in our schools, Newtown has seen an enrollment decline of 1,443 pupils, while school budgets have risen by over \$15 million. By 2024/2025 we could see a further drop in enrollment of 441 pupils to a total of 3,744.

*Why is this happening?*

The straight and simple answer is we are not attracting families with children to come and live in Newtown to replace those who have graduated or moved away, for a variety of reasons. One might be the burst of the housing bubble in 2008, followed by the deep recession that ensued. Birth rates drop under these economic conditions. High taxation, much of it stemming from increasing school budgets is another reason. Even the town budget which includes borrowing for the repairs of the school structures has risen. These, and other known reasons, have resulted in a population restructure that has failed to maintain a balanced equilibrium to replenish our school enrollment. One might argue that declines in school enrollments are taking place throughout the state. But the statewide declines are 6.3%. Newtown declines a 26.2% over the same period. Seventeen years of enrollment loss and we continue to accept and pay for school budgets.

*Why did this happen?*

The 2020 US Census will show a dramatic change in our population. An increasing older population is replacing families with school age children moving to Newtown. We have seen a dramatic decade of decline in enrollment and projections indicate a further drop. Yet the numbers of schools remain as they were in 2007, while our school budgets continue to rise.

The district's student enrollment projection in the BoE Operational Plan for 2019/2020 provides an alarming story; an even greater loss in enrollment is projected over the next five years. When the children in K-3 today all reach high school in the future, the high school enrollment may not total 900 students, compared to the 1,512 projected for this year. The high school has had a 16.6%





3/21/19  
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drop over the past five years and a projected 28.8% drop over a ten year period to 2024/2025.

Seventeen years of enrollment loss and we continue to accept school budgets that are out of touch with the facts. The school administration and the Board of Education have a reason for continuing on this path. They are building a budget reservoir of funding for the future.

*Here's why:*

The state forbids reduction of a school budget below the previous year's amount, with an exception; a reduction in a school system's enrollment. Has this exception ever been employed to reduce a Newtown school budget? Since 2015 the code allows a reduction of 50% of the cost per pupil in the enrollment decline or up to 3%. In other words, since 2015 almost \$3 million could have been applied to reduce the school budgets. Instead, the budgets have grown by \$6.5 million.

If we continue in our adopting this and future budgets along present lines, by 2024 the cost per pupil will be over \$23,000, and our budget will reach over \$86 million. Plus, if the state is serious about dropping partial coverage of the Teacher's Pension Fund and other proposed increases on the town, our taxes will go out of sight.

Think about all this when you vote. Be informed. If you leave it to someone else to spend your money, *you* might be the one who is forced to leave town.

Steve Rosenblatt  
50 Watkins Drive  
Sandy Hook



**1) Code/Category 90-96: Where would or how would the savings or rebate for solar be reflected?**

Page 210 shows the decrease in electricity cost (\$114,143) as a result of solar and other energy efficiency measures. The Middle School, Reed School, and Sandy Hook school are now partially powered by the sun. ALTUS, ONYX and Sun Wealth Power are the commercial companies that are paid for what they generate in lieu of Eversource (transmission) and Constellation (supplier). Generally the rate paid is a discount over what the utilities would be paid. For example, the ONYX rate will always be \$.02 less than our supplier's rate (Constellation) going forward.

**2) Staffing**

Hawley (pg 55)

Kindergarten has 59 total students in 4 classes - why not 3 classes @ 20

1st grade has 62 students in 4 classes - why not 3 classes @ 21

This would result in 2 less FTE's with a savings of appx \$120,000

**Sandy Hook (pg 63)**

Kindergarten has 64 total students in 4 classes - why not 3 classes @21

This would result in 1 less FTE with a savings of appx \$60,000

**Middle Gate (pg 71)**

Kindergarten has 59 total students in 4 classes - why not 3 classes @20

1st grade has 62 students in 4 classes - why not 3 classes @21

This would result in 2 less FTE's with a savings of appx \$120,000

**There are three reasons that the staffing was not reduced to the numbers proposed here.**

- 1) One of the Board's priorities shared with the Superintendent prior to budget preparation was "support funding for appropriate class sizes at all levels of instruction" (page 9). Traditionally, the guideline for K-2 grades has been 20 students maximum. So, planning for 21 students per class would be an increase above what has been traditionally appropriate.
- 2) The Board has recently had discussions regarding decreasing class sizes, particularly in kindergarten and in classes where there are a greater number of students with high needs. In recent years, it has not been unusual for up to half of the students in a classroom to have IEPs or 504s. The new Board policy allows for flexibility in these situations.
- 3) Reducing classroom teachers so that classes are at the maximum numbers throughout the elementary schools limits the ability of the district to make adjustments if or when additional students move into the district. On average, over the summer, there often are some schools where more teachers are needed due to unexpected (and late) arrivals/changes in projected population. Given the current indications that the elementary school population is trending upward, reducing staffing to the point that some classes are above traditional guidelines creates risk. Most importantly, we want to maintain smaller sizes in Kindergarten. As classes at the middle and secondary levels decrease, we have cut staff accordingly. This was a question asked at the BOF and resulted in **two separate analyses** by members showing that the BOE has and continues to be mindful and responsive to changes in enrollment.



**3) Special Ed (p 154): Please define Special Ed Services Pre k-12 and why the increase of almost \$390,000.**

Special Education Services Pre K-12 is the 'Program' delineation for the services provided to the approximately 595 special needs students educated within the Newtown district. The line is further detailed on page 160 where this entire amount is associated with the cost of teachers, paraeducators, behavioral analysts, and therapists. There is also one new SEAL/SAIL teacher and one new paraeducator included in this requested amount. This line item represents 39.6 FTE SPED teaching staff, 92 paraprofessionals, and 20 therapists and analysts.

**4) Please supply a balance sheet for Special Ed including the contingency fund**

Looking at pages 1 & 4 of the January 31st Financial Report and historical data for Special Education Budgets and actual costs (**See attachments A & B**), you can see how the contingency will cover part of the excess predicted special education expenses in tuition costs. This represents the most unpredictable area of the budget (**see additional State information**).

**5) Job Coaches (pg 161): Please define their roles and how many. Additionally, are there grants that apply to this?**

The Job Coaches referenced here are part of the 18-21 year old transitions program. The transition program addresses the unique strategies that enable students with disabilities to achieve the maximum possible independence in working, living and participating in the community as adults. This is a state mandated program. In Newtown, students from surrounding districts are accepted by means of tuition, and this helps offset program costs.

Unfortunately, there are no grants for Job Coaches as these are support staff, similar to paraprofessionals at the preK-12 level. Job coaches are defined in Newtown as staff that:

- hold a bachelor's degree
- have experience working with students aged 18-21 in a transition program and/or have worked in the field of transition (ex. BRS or DDS)
- work independently with students at various community job sites (Newtown, Danbury, Bethel, etc) promoting/supporting independence, communication, etc to the best of the students abilities
- responsible to daily/weekly tracking of on the job data collection

There are currently:

3-FT

4-PT

**6) Curriculum (pg 175)**

- A) Should we hire a director of curriculum concurrent with the hire of a new Asst Superintendent or should we allow the new hire to hire their own staff?**



The Director of Teaching and Learning will be hired (pending budget approval) following the hiring of the Assistant Superintendent for a September 1 start date. This would allow a full district search committee, along with the input of the new Assistant Superintendent. These two positions will work collaboratively as critical members of both the Central Office and district administrative teams.

**B) Is this position for a full year or a half?**

The position is a full time position beginning on September 1, 2019.

The position was originally presented in the Superintendent's budget as a mid-year hire to begin on January 1. The Board of Education felt that this was a very important and much needed role and made adjustments in the budget to allow for a September hire. This would allow for the new hiree to focus on the needs of the district, implement instructional changes, and monitor improvements based on performance data that will impact student learning and achievement.

**7) Technology - Is IT making use of the Purchasing Agent? If so, what percentage of savings can be anticipated?**

The Purchasing Agent will be involved in the purchase of IT equipment. He has access to any one of a number of consortia, as well as taking the lead in bid processes (if appropriate). We anticipate that this would provide savings based on the time, effort, and experience of the purchasing agent in handling these tasks for both the Town and the Board.

It should be noted that one of the Board's priorities (page 9 of the BOE budget book) was to maintain level funding for technology. The projected amount for replacement of obsolescent equipment was \$688,526. However, the requested budget is the same as the previous two years at \$550,000.

**8) Transportation (pg 214) - with 184 fewer students in the district over two years, can there be any adjustments to result in some savings?**

No. When the transportation system moved to a two-tier system in 2017-18, the efficiency of the system was improved, with many buses being filled to capacity. While the projection is that there will be 184 fewer students in the district since that time, those reductions occur throughout 60 square miles and 275 miles of road, and there is not enough of a concentrated change to be able to reduce buses in any one area of town. The enrollment is beginning to increase at the elementary level; therefore, there is a greater likelihood that these students will require bus services. We cannot be decreasing bus services when the population who needs it most is actually growing.

**9) Are all fuel contracts complete (pg 216)?**

Diesel was locked in February 27 resulting in a \$192 savings

Fuel oil was locked in February 27 resulting in a \$2,160 savings

Propane will be sent out to bid in the coming weeks. Currently budgeted the price per gallon is \$.10 higher than what we are currently paying. The propane bid will also include the pumping infrastructure as the bus lot is on a leased property. This is included in the per gallon price.





**10) It appears we will be 100% propane for our in-town routes. What savings will this produce? It was discussed that maintenance on this style of bus was significantly more efficient. Will that savings be shared with the Town or does the contractor retain those savings?**

The initial savings anticipated based on a Federal Alternative Fuels Tax Credit will not be realized due to changes made by the federal tax cut that went into effect last year. We anticipate that there will be some savings based on the larger contract being put out to bid.

Maintenance on the new propane vehicles will be less. However, maintenance costs have always been borne by the transportation company (per contract). That cost or savings is part of the negotiated contract.

**(See attachment C for further detail).**

**11) Can you provide us with a list of unfunded mandates and indicate how they affect the budget or staffing hours?**

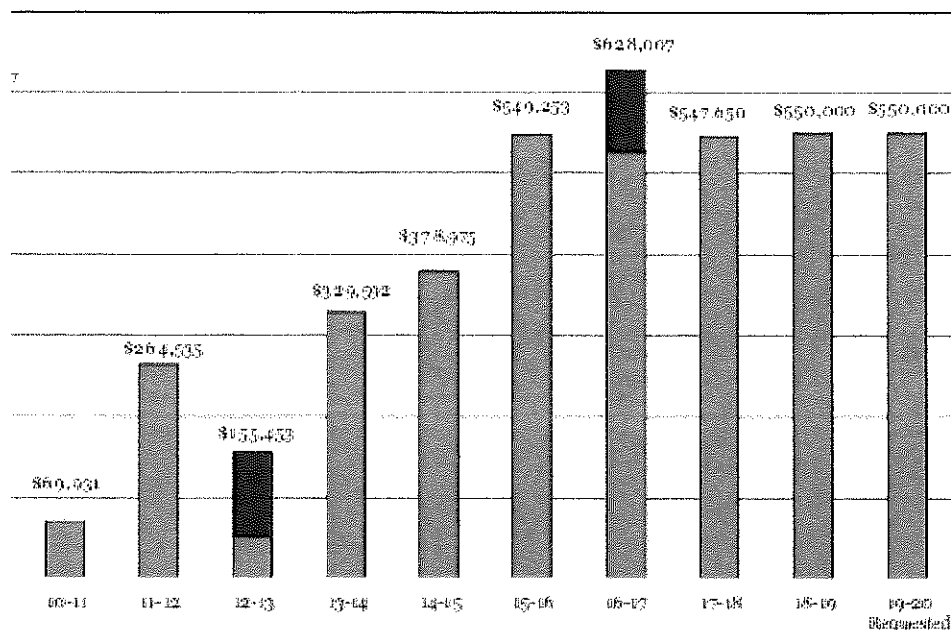
There are several lists available (summaries of education legislation issued by the CT Office of Legislative Research - about 20-40 pages per year) and some joint district efforts at assembling the kind of list you are seeking. Putting a comprehensive list together is not as straightforward as one might think. Legislation is frequently modified over several years, and often takes more than one year to fully implement. Michelle has been interested in and working on assembling this kind of information since February when it was suggested at a Legislative Breakfast (hosted by CAFE's Area Directors).

Every new piece of legislation, regardless of the overall cost to implement, has an up-front cost to the district in time needed to evaluate the legislation and update policy. This can range from 2-200 of hours in time evaluating, writing and adopting each policy.

Some of the most onerous mandates in the last 5-10 years have included the following:

1. Common Core Curriculum (Adopted in 2010 with a rollout over many years) Required professional development, new resources (textbooks), curriculum development. Michelle's estimate is \$200K per year since 2014 (as seen in the Curriculum budget)
2. SBAC/CMT computerized testing (Adopted 2011, piloted in 2014, fully implemented in 2015) Required technology upgrades.  
While difficult to estimate exactly how much this cost, the technology equipment budget increased from approximately \$350K/yr (2002-2010) to a level spending of \$550K/yr. The additional equipment in district means additional maintenance, licensing agreements and ongoing replacement costs.





3. Teacher evaluation system (Approved in 2012, piloted 2013, fully implemented in 2014)  
With approximately 450 certified staff in district when the evaluation system started, this mandate required 1000s of additional administrator and teacher hours per year. While nobody additional staff were hired specifically to address this, this mandate significantly changed how administrators were spending their time.
4. NGSS curriculum (Adopted in 2015, PD through 2017, fully implemented in 2018)  
Required curriculum purchase, professional development and new resources
5. Student data privacy (2015) Required administrator time in obtaining signed agreements and requires continued management of the agreements. This legislation has been revised every year since 2015 due to the unanticipated complexities of the law. It has required hundreds of hours in our district each year to 1) understand how to implement the legislation, 2) write and adopt policy addressing the legislation, 3) contact and negotiate a signed agreement with each vendor, 4) manage the paperwork to ensure that the hundreds of agreements with vendors remain current. (This has taken a great deal of time/hours from the Tech Director's current role).
6. Graduation requirements (Begins with 2019 freshman class) Requires all students to graduate with no less than 25 credits, including a senior capstone project.
7. Restraint and seclusion. Initially required all staff to be trained annually. The legislation has been modified to allow less frequent training and more specific staff. While this is something that is incorporated into professional development, the state currently has a working group evaluating the mandates on professional development. In practice, most districts are unable to address all of the professional development that is required. In order to add more professional development, districts must somehow find time for it within the existing contracts.
8. Safe School Climate. Legislation addresses the formation of Safe School Climate Committees, SRBI process, anti-bullying protocols and policies, and social/emotional practices across K-12.

### Some Examples of Budget Impact/Funding Needs

The following represents budgetary items in the 2019-20 budget related to some of the newer mandates. However, a precautionary note is that many other resources, support personnel, programs, practices and services are embedded in school budgets across the district.



Curriculum and Instruction - p. 176 NGSS, Literacy and Common Core, TEAM mentorship, Alpine/SRBI (academic and social/emotional), NWEA training, curriculum development/units of study revised to align with State standards/NGSS \$209,494

NWEA - p. 176 interim assessments to support Common Core standards and Smarter Balanced testing (3x per year in math and language arts - elementary, middle, and high) \$33,565

Panorama - p. 176 Safe School Climate (district-wide survey) \$13,250

NGSS - p. 177 \$2,625, On-site Coaching \$3,000

NGSS - p. 177 CT Science Center Teacher Training \$13,425

Teacher Evaluation Training/Refresher - p. 177 \$3,200 (many hours taken from principals/directors and other administrators to execute)

Literacy and Common Core Standards (Workshop Model) \$10,000

Science Resource NGSS - p. 178 (example) Mystery Science - \$4,995

STEM (graduation requirement and NGSS) - p. 178 new programming in engineering and biomedical (MS still under grant) \$39,922

Safe School Climate/SRBI - Alpine Technology p. 181 \$31,266

Rosetta Stone/Language Lab p. 182/Language Lab updates \$11,972 (graduation requirements for 1 credit language).

\$374,089

**12) Test scores in some areas have been dropping. How do you address that? Is there anything in the budget this year that addresses that?**

It is not uncommon for test scores fluctuate over a given period of time, especially as high stakes tests and new standards from the State come into play. In fact, some scores had dipped in previous years, and this prompted a district-wide focus on conceptual frameworks and inquiry-based learning, which align with CCSS (Common Core State Standards), Smarter Balanced Assessments, and NGSS (Next Generation Science Standards). While we have demonstrated high performance in some areas (such as 3rd grade), we saw dips in our 4th and 5th.

New and revised curricula are being approved and implemented, as well as deliberate instructional changes. This includes the implementation of interim assessments that will help teachers obtain information/data to help gauge students' understanding of the learning targets. Funding to continue work on curriculum is inherent in this budget, as well as professional development for teachers related to NGSS.

Further, the inclusion of a Director of Teaching and Learning will provide the most significant support at the building and classroom level, including working collaboratively with administrators and groups of teacher leaders to build a level of understanding around standards, vertical articulation of instructional practices, and the use of data to make improvements and deliberate changes that will support student learning.



### 13) What measurable outcomes does the district employ to determine success?

Measurable outcomes include the following:

- Student growth on **interim assessments** (Smarter Balanced) and **NWEA (3x yr)**, which are precursors to student achievement on standardized tests
- Increase in grade level/subject area **academic performance** based on classroom evaluation of learning (quizzes, tests, projects, observations, group work)
- Growth in performance for identified struggling learners as evidenced by **SRBI** (scientific research-based interventions) supports and progress monitoring
- Ongoing improvements in **State accountability** measures (12 indicators and index scores) that include college career readiness, competitive college entrance, and cohort graduation rates (see image below).

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a. ELA Performance Index - All Students	75.7	75	50.0	50	100.0	90.1
1b. ELA Performance Index - High Needs Students	61.6	75	41.0	50	82.1	76.7
1c. Math Performance Index - All Students	73.3	75	48.8	50	97.7	83.6
1d. Math Performance Index - High Needs Students	57.3	75	38.2	50	76.3	69.3
1e. Science Performance Index - All Students	-	75	-	-	-	-
1f. Science Performance Index - High Needs Students	-	75	-	-	-	-
2a. ELA Academic Growth - All Students	65.0%	100%	65.0	100	65.0	60.7
2b. ELA Academic Growth - High Needs Students	56.5%	100%	56.5	100	56.5	55.6
2c. Math Academic Growth - All Students	64.6%	100%	64.6	100	64.6	61.9
2d. Math Academic Growth - High Needs Students	51.8%	100%	51.8	100	51.8	55.4
4a. Chronic Absenteeism - All Students	4.1%	<=5%	50.0	50	100.0	77.2
4b. Chronic Absenteeism - High Needs Students	8.8%	<=5%	42.8	50	85.6	53.6
5. Preparation for CCR - Percent Taking Courses	81.8%	75%	50.0	50	100.0	99.7
6. Preparation for CCR - Percent Passing Exams	71.7%	75%	47.8	50	95.6	59.7
7. On-track to High School Graduation	97.8%	94%	50.0	50	100.0	93.1
8. 4-year Graduation: All Students (2017 Cohort)	94.6%	94%	100.0	100	100.0	93.5
9. 6-year Graduation: High Needs Students (2015 Cohort)	87.5%	94%	93.1	100	93.1	87.0
10. Postsecondary Entrance (Graduating Class 2017)	84.4%	75%	100.0	100	100.0	94.5
11. Physical Fitness (estimated participation rate = 92.0% )	63.2%	75%	42.1	50	84.3	66.8
12. Arts Access	35.7%	60%	29.7	50	59.4	85.3
Accountability Index			1021.6	1250	81.7	74.9





Attachment A  
p.1

Financial 7 January 2018-19.xlsm

NEWTOWN BOARD OF EDUCATION

2018-19 BUDGET SUMMARY REPORT

FOR THE MONTH ENDING 01/31/2019

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2017 - 2018	2018-19 APPROVED BUDGET	YTD TRANSFERS 2018 - 2019	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
<b>GENERAL FUND BUDGET</b>										
100	SALARIES	\$ 46,681,657	\$ 48,352,266	\$ (51,880)	\$ 48,300,386	\$ 21,853,292	\$ 25,277,426	\$ 1,169,668	\$ 991,167	\$ 178,501
200	EMPLOYEE BENEFITS	\$ 11,604,603	\$ 11,165,964	\$ -	\$ 11,165,964	\$ 8,134,769	\$ 2,131,588	\$ 899,607	\$ 930,925	\$ (31,318)
300	PROFESSIONAL SERVICES	\$ 860,328	\$ 823,818	\$ 8,670	\$ 832,488	\$ 427,015	\$ 140,621	\$ 264,853	\$ 259,727	\$ 5,126
400	PURCHASED PROPERTY SERV.	\$ 1,876,912	\$ 2,175,147	\$ 5,550	\$ 2,180,697	\$ 1,556,202	\$ 288,763	\$ 335,731	\$ 330,044	\$ 5,687
500	OTHER PURCHASED SERVICES	\$ 8,922,509	\$ 8,939,787	\$ 33,984	\$ 8,973,771	\$ 6,067,391	\$ 3,684,805	\$ (778,425)	\$ (685,705)	\$ (92,721)
600	SUPPLIES	\$ 3,501,034	\$ 3,831,795	\$ 3,676	\$ 3,835,471	\$ 1,989,087	\$ 138,528	\$ 1,707,856	\$ 1,688,706	\$ 19,150
700	PROPERTY	\$ 556,785	\$ 596,247	\$ -	\$ 596,247	\$ 279,194	\$ 4,080	\$ 312,973	\$ 313,403	\$ (430)
800	MISCELLANEOUS	\$ 60,808	\$ 69,207	\$ -	\$ 69,207	\$ 56,851	\$ 1,456	\$ 10,900	\$ 9,197	\$ 1,703
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000
<b>TOTAL GENERAL FUND BUDGET</b>		\$ 74,064,636	\$ 76,054,231	\$ -	\$ 76,054,231	\$ 40,363,801	\$ 31,667,267	\$ 4,023,163	\$ 3,837,465	\$ 185,699
900	TRANSFER NON-LAPSING	\$ 276,038	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>GRAND TOTAL</b>		\$ 74,340,674	\$ 76,054,231	\$ -	\$ 76,054,231	\$ 40,363,801	\$ 31,667,267	\$ 4,023,163	\$ 3,837,465	\$ 185,699

(Audited)



Attachment A  
P. 2

Financial 7 January 2018-19.xlsm

NEWTOWN BOARD OF EDUCATION

2018-19 BUDGET SUMMARY REPORT

FOR THE MONTH ENDING 01/31/2019

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2017 - 2018	2018-19 APPROVED BUDGET	YTD TRANSFERS 2018 - 2019	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
500	OTHER PURCHASED SERVICES									
	Contracted Services	\$ 570,837	\$ 621,207	\$ 9,534	\$ 630,741	\$ 430,113	\$ 73,664	\$ 126,964	\$ 122,964	\$ 4,000
	Transportation Services	\$ 4,091,115	\$ 4,341,927	\$ (100,000)	\$ 4,241,927	\$ 2,222,607	\$ 1,644,733	\$ 374,587	\$ 307,654	\$ 66,933
	Insurance - Property & Liability	\$ 410,691	\$ 409,907	\$ (5,550)	\$ 404,357	\$ 314,930	\$ 85,528	\$ 3,900	\$ 500	\$ 3,400
	Communications	\$ 159,176	\$ 156,649	\$ -	\$ 156,649	\$ 79,080	\$ 61,888	\$ 15,681	\$ 15,200	\$ 481
	Printing Services	\$ 27,387	\$ 33,020	\$ -	\$ 33,020	\$ 9,716	\$ 2,621	\$ 20,683	\$ 20,683	\$ -
	Tuition - Out of District	\$ 3,454,767	\$ 3,164,101	\$ 130,000	\$ 3,294,101	\$ 2,898,089	\$ 1,757,807	\$ (1,361,795)	\$ (1,194,260)	\$ (167,535)
	Student Travel & Staff Mileage	\$ 208,537	\$ 212,976	\$ -	\$ 212,976	\$ 112,858	\$ 58,565	\$ 41,553	\$ 41,553	\$ -
	<b>SUBTOTAL OTHER PURCHASED S</b>	<b>\$ 8,922,509</b>	<b>\$ 8,939,787</b>	<b>\$ 33,984</b>	<b>\$ 8,973,771</b>	<b>\$ 6,067,391</b>	<b>\$ 3,684,805</b>	<b>\$ (778,425)</b>	<b>\$ (685,705)</b>	<b>\$ (92,721)</b>
600	SUPPLIES									
	Instructional & Library Supplies	\$ 767,673	\$ 835,997	\$ 4,486	\$ 840,483	\$ 505,315	\$ 77,601	\$ 257,567	\$ 257,567	\$ -
	Software, Medical & Office Sup.	\$ 140,088	\$ 188,341	\$ -	\$ 188,341	\$ 100,776	\$ 18,447	\$ 69,118	\$ 69,118	\$ -
	Plant Supplies	\$ 404,991	\$ 375,000	\$ -	\$ 375,000	\$ 204,536	\$ 38,031	\$ 132,433	\$ 131,319	\$ 1,114
	Electric	\$ 1,305,141	\$ 1,498,260	\$ -	\$ 1,498,260	\$ 727,369	\$ -	\$ 770,891	\$ 770,891	\$ -
	Propane & Natural Gas	\$ 304,459	\$ 430,300	\$ -	\$ 430,300	\$ 176,581	\$ -	\$ 253,719	\$ 233,758	\$ 19,961
	Fuel Oil	\$ 321,179	\$ 108,860	\$ -	\$ 108,860	\$ 39,306	\$ -	\$ 69,554	\$ 69,554	\$ -
	Fuel For Vehicles & Equip.	\$ 231,624	\$ 254,618	\$ -	\$ 254,618	\$ 120,766	\$ -	\$ 133,852	\$ 135,777	\$ (1,925)
	Textbooks	\$ 25,880	\$ 140,419	\$ (810)	\$ 139,609	\$ 114,439	\$ 4,449	\$ 20,721	\$ 20,721	\$ -
	<b>SUBTOTAL SUPPLIES</b>	<b>\$ 3,501,034</b>	<b>\$ 3,831,795</b>	<b>\$ 3,676</b>	<b>\$ 3,835,471</b>	<b>\$ 1,989,087</b>	<b>\$ 138,528</b>	<b>\$ 1,707,856</b>	<b>\$ 1,688,706</b>	<b>\$ 19,150</b>



Attachment B

SPECIAL EDUCATION BUDGET AND EXPENDITURE HISTORY

SUMMARY BY OBJECT

OBJECT	2010-11			2011-12			2012-13			2013-14		
	APPROVED BUDGET	EXPENDED	DIFFERENCE	APPROVED BUDGET	EXPENDED	DIFFERENCE	APPROVED BUDGET	EXPENDED	DIFFERENCE	APPROVED BUDGET	EXPENDED	DIFFERENCE
111 CERTIFIED SALARIES	\$3,259,391	\$3,385,044	(\$125,653)	\$3,454,402	\$3,326,615	\$127,787	\$3,406,115	\$3,263,662	\$142,453	\$3,463,116	\$3,448,513	\$14,603
112 NON-CERTIFIED SALARIES	\$1,920,270	\$1,782,812	\$137,458	\$1,878,277	\$2,030,991	(\$152,714)	\$2,190,069	\$2,077,220	\$112,849	\$2,278,109	\$2,352,679	(\$74,570)
300 PROFESSIONAL SERVICES	\$38,000	\$280,125	(\$242,125)	\$104,756	\$254,402	(\$149,646)	\$168,428	\$270,999	(\$102,571)	\$266,272	\$155,445	\$110,827
322 STAFF TRAINING	\$6,100	\$7,004	(\$904)	\$6,100	\$8,539	(\$2,439)	\$6,100	\$15,435	(\$9,335)	\$8,600	\$10,713	(\$2,113)
430 EQUIPMENT RENTAL	\$0	\$553	(\$553)	\$22,304	\$22,347	(\$43)	\$36,244	\$23,493	\$12,751	\$37,331	\$39,298	(\$1,967)
500 CONTRACTED SERVICES	\$10,488	\$41,756	(\$31,268)	\$20,360	\$14,048	\$6,312	\$15,360	\$22,298	(\$6,938)	\$12,860	\$19,465	(\$6,605)
560 TUITION - OUT OF DISTRICT	\$853,742	\$1,008,678	(\$154,936)	\$958,915	\$1,221,374	(\$262,459)	\$1,225,326	\$1,734,422	(\$509,096)	\$1,958,127	\$1,889,945	\$68,182
580 STUDENT TRAVEL & STAFF MILEAGE	\$7,500	\$8,854	(\$1,354)	\$7,500	\$9,663	(\$2,163)	\$7,500	\$7,904	(\$404)	\$7,500	\$7,081	\$419
611 SUPPLIES	\$68,345	\$60,662	\$7,683	\$62,268	\$82,460	(\$20,192)	\$62,268	\$69,394	(\$7,126)	\$62,268	\$62,507	(\$239)
641 TEXTBOOKS	\$31,726	\$31,572	\$154	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
734 EQUIPMENT	\$0	\$0	\$0	\$9,200	\$7,786	\$1,414	\$4,600	\$4,821	(\$221)	\$9,200	\$0	\$9,200
810 MEMBERSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$1,000	\$1,590	(\$590)	\$1,000	\$1,947	(\$947)
	\$6,195,562	\$6,607,060	(\$411,498)	\$6,524,082	\$6,978,225	(\$454,143)	\$7,123,010	\$7,491,238	(\$368,228)	\$8,104,383	\$7,987,593	\$116,790

OBJECT	2014-15			2015-16			2016-17			2017-18		
	APPROVED BUDGET	EXPENDED	DIFFERENCE	APPROVED BUDGET	EXPENDED	DIFFERENCE	APPROVED BUDGET	EXPENDED	DIFFERENCE	APPROVED BUDGET	EXPENDED	DIFFERENCE
111 CERTIFIED SALARIES	\$3,417,165	\$3,563,235	(\$146,070)	\$3,655,221	\$3,680,555	(\$25,334)	\$3,903,185	\$3,842,698	\$60,487	\$3,985,931	\$3,924,966	\$60,965
112 NON-CERTIFIED SALARIES	\$2,602,342	\$2,615,674	(\$13,332)	\$2,624,504	\$2,625,950	(\$1,446)	\$2,821,343	\$2,865,881	(\$44,538)	\$3,034,269	\$2,946,707	\$87,562
300 PROFESSIONAL SERVICES	\$139,645	\$198,600	(\$58,955)	\$144,602	\$348,245	(\$203,643)	\$164,602	\$138,788	\$25,814	\$164,602	\$167,997	(\$3,395)
322 STAFF TRAINING	\$8,600	\$6,688	\$1,912	\$30,000	\$8,630	\$21,370	\$25,000	\$22,740	\$2,260	\$25,000	\$14,123	\$10,877
430 EQUIPMENT RENTAL	\$37,331	\$47,035	(\$9,704)	\$37,331	\$33,951	\$3,380	\$37,331	\$27,422	\$9,909	\$37,331	\$34,901	\$2,430
500 CONTRACTED SERVICES	\$14,264	\$21,451	(\$7,187)	\$15,860	\$36,847	(\$20,987)	\$25,000	\$15,113	\$9,887	\$25,000	\$17,283	\$7,717
560 TUITION - OUT OF DISTRICT	\$1,988,341	\$2,173,375	(\$185,034)	\$2,265,317	\$3,136,813	(\$871,496)	\$2,990,002	\$2,992,727	(\$2,725)	\$2,835,138	\$3,251,627	(\$416,489)
580 STUDENT TRAVEL & STAFF MILEAGE	\$7,500	\$6,865	\$635	\$7,500	\$8,955	(\$1,455)	\$8,300	\$7,508	\$792	\$8,300	\$8,383	(\$83)
611 SUPPLIES	\$64,268	\$57,128	\$7,140	\$59,268	\$58,872	\$396	\$64,138	\$62,533	\$1,605	\$67,388	\$55,130	\$12,258
641 TEXTBOOKS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
734 EQUIPMENT	\$9,200	\$7,626	\$1,574	\$9,200	\$5,252	\$3,948	\$9,200	\$14,469	(\$5,269)	\$9,200	\$9,200	\$0
810 MEMBERSHIPS	\$1,000	\$1,912	(\$912)	\$1,000	\$1,750	(\$750)	\$1,900	\$1,395	\$505	\$1,900	\$1,790	\$110
	\$8,289,656	\$8,699,589	(\$409,933)	\$8,849,803	\$9,945,820	(\$1,096,017)	\$10,050,001	\$9,991,274	\$58,727	\$10,194,059	\$10,432,107	(\$238,048)



Attachment C

**FUEL ESTIMATE BASED ON FLEET CONFIGURATION**

**Fuel Estimate on 2018-19 fleet configuration**

**Fuel Estimate with 21 more vehicles going Propane 2019-20 (as contracted)**

Fuel	Fleet	MPG	% of Fleet	Miles Portion	Gallons for miles	Cost/ Gallon	Per day \$	Approximate to budget	Fuel	Fleet	% of Fleet	Miles Portion	Gallons for miles	Cost/ Gallon	Per day \$	Approximate to budget
Diesel*	12	7.5	22%	916	122.2	\$ 2.106	\$ 257.31	\$ 47,089	Diesel	0	0%	-	-	\$ 2.106	\$ -	\$ -
Gasoline	9	9.0	16%	687	76.4	\$ 2.15	\$ 164.18	\$ 30,045	Gasoline	0	0%	-	-	\$ 2.15	\$ -	\$ -
Propane	34	5.5	62%	2,596	472.1	\$ 1.29	\$ 608.97	\$ 111,441	Propane	55	100%	4,200	763.6	\$ 1.29	\$ 985.09	\$ 180,272
Totals	55		100%	4,200			\$ 1,030	\$ 188,575	Totals	55	100%	4,200			\$ 985	\$ 180,272
	4,200	DM							4,200	DM	12	change diesel			Propane saving	\$ 8,303
											9	change gasoline				139,745

**With budgeted pricing increase**

**Fuel Estimate on 2018-19 fleet configuration (for 2019-20 comparison only)**

**Fuel Estimate with 21 more vehicles going Propane 2019-20 (as contracted)**

Fuel	Fleet	MPG	% of Fleet	Miles Portion	Gallons for miles	Cost/ Gallon	Per day \$	Approximate to budget	Fuel	Fleet	% of Fleet	Miles Portion	Gallons for miles	Cost/ Gallon	Per day \$	Approximate to budget
Diesel*	12	7.5	22%	916.36	122.2	\$ 2.250	\$ 274.91	\$ 50,308	Diesel	0	0%	-	-	\$ 2.250	\$ -	\$ -
Gasoline	9	9.0	16%	687.27	76.4	\$ 2.35	\$ 179.45	\$ 32,840	Gasoline	0	0%	-	-	\$ 2.35	\$ -	\$ -
Propane	34	5.5	62%	2,596	472.1	\$ 1.39	\$ 656.17	\$ 120,079	Propane	55	100%	4,200	763.6	\$ 1.39	\$ 1,061.45	\$ 194,246
Totals	55		100%	4,200			\$ 1,111	\$ 203,228	Totals	55	100%	4,200			\$ 1,061	\$ 194,246
	4,200	DM							4,200	DM	12	change diesel			Propane saving	\$ 8,982
											9	change gasoline				

This estimate does not include summer school, field trips, athletic trips, driver training or dry runs. Amount used will differ from amount purchased.

\* 47 passenger only - greater mpg





## **Instruction**

### **Requirements for Graduation**

Beginning with the Class of 2021, in order to graduate from the Newtown Public Schools, students must earn a minimum of twenty-four (24) credits in (9) areas of the curriculum and demonstrate competency in spoken communication, written communication, critical thinking, and information literacy.

Beginning with the classes graduating in 2023, in order to graduate from Newtown Public Schools, students must earn a minimum of twenty-five (25) credits in seven (7) areas of the curriculum including a one credit mastery-based assessment, Capstone Project.

The Board of Education shall award a high school diploma to any World War II veteran, veteran of the Korean Hostilities, or a Vietnam-era veteran requesting such diploma who left high school for military service as defined in the statutes.

All courses to satisfy local and statutory requirements in Areas I-VI must be earned between the beginning of grade 9 and end of grade 12.

Students classified as ninth, tenth, and eleventh grade must enroll in a minimum of six courses each semester. Twelfth-grade students must enroll in a minimum of five courses each semester. Only students with a minimum of 15 credits will be designated as a Senior.

Students who earn high school credits in the middle school cannot apply them to required units in Areas I-VI.

Students must attend a minimum of six (6) semesters of high school (grades 9-12) to qualify for graduation.

### **Exception for Transfer Students**

If a student transfers into the Newtown Public Schools after completing at least three years in a high school out of state, he/she may be exempted from Newtown's twenty-four (24) credit requirement for graduation.

Legal Reference:      Connecticut General Statutes  
                                 10-5c Board examination series pilot program. Issuance of certificate (as amended by P.A. 13-247)  
                                 10-14n State-wide mastery examination. Conditions for reexamination.  
                                 Limitation on use of test results. (as amended by Section 115 of PA 14-217)  
                                 10-16(l) Graduation exercises. (As amended by P.A. 96-108, An Act Concerning Student Use of Telecommunication Devices and the Establishment of Graduation Dates  
                                 10-221a High school graduation requirements. (As amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School

## **Instruction**

### **Requirements for Graduation (continued)**

Legal Reference: Graduation, P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses and Other Subject Areas, P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 11-135, An Act Concerning Implementation Dates for Secondary School Reform, P.A. 13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes, P.A. 13-247, Budget Implementer Bill and P.A. 15-237, An Act Concerning High School Graduation and P.A. 16-4(SS), section 310.), PA 17-42, An Act Concerning Revisions to the High School Graduation Requirements and PA 17-29, An Act Concerning Connecticut's Seal of Biliteracy)  
10-233(a) Promotion and graduation policies. (as amended by P.A. 01-166)  
P.A. 13-108 An Act Unleashing Innovation in Connecticut Schools.  
P.A. 13-247 An Act Implementing Provisions of the State Budget.  
P.A. 15-237 An Act Concerning High School Graduation.  
P.A. 17-42 An Act Concerning Revisions to the High School Graduation Requirements

Policy adopted: March 18, 2014

NEWTOWN PUBLIC SCHOOLS

Policy revised: July 18, 2017, June 20, 2018, March 5, 2019

Newtown, Connecticut

## **Instruction**

### **Requirements for Graduation**

#### **Credit Distribution Requirements**

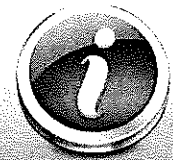
Beginning with the Class of 2021, in order to graduate from the Newtown Public Schools, the following credits must be earned:

Area I	English – 4 credits including English I, English II, and a course that includes American literature
Area II	Social Studies – 3 credits including 1 in American Studies or American History, ½ in American Government, ½ in Economics, ½ in Western Studies and ½ in an Area Studies course
Area III	Math – 3 credits
Area IV	Science – 3 credits
Area V	Physical Education – 1 ½ credits
Area VI	Fine and Applied Arts – 1 ½ credits, including ½ credit in Personal Financial Literacy
Area VII	Electives – 6 credits
Area VIII	World Language – 1 credit
Area IX	Senior Year Experience <sup>21</sup> – 1 credit

Beginning with the classes graduating in 2023, the following credits must be earned:

Area I	Humanities- 9 credits including civics and the arts
Area II	STEM- 9 credits in Science, Technology, Engineering and Mathematics
Area III	Physical Education and Wellness- 1 credit
Area IV	Health and Safety Education- 1 credit
Area V	World Language- 1 credit
Area VI	Senior Capstone Project – 1 credit
Area VII	Electives – 3 credits





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.

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### 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

<u>TRANSPORTATION</u>	<p>School Transportation/Safety Reporting</p> <p>Transportation to Regional VOAG/Technical schools</p>
<u>FACILITIES</u>	<p>ADA Accommodations</p> <p>Indoor Air Quality Survey, Reporting, Action</p> <p>Pesticide Application Policy</p> <p>School Building Projects:</p> <p>ED-042: Request for Review of Final Plans</p> <p>ED-042C0: Notice of Change Order</p> <p>ED-045; Notice of Debt Service</p> <p>ED-046: Request for School Construction Progress Payment</p> <p>ED-49: Grant App. for School Building Project</p> <p>ED-50: School Facilities Survey</p> <p>ED-053: Site Analysis</p>
<u>FOOD SERVICE</u>	<p>ED-099: Agreement for Child Nutrition Programs</p> <p>ED-103: Reimbursement Claim/Nat'l School Lunch Program</p> <p>ED-111: Cash Management Report</p> <p>ED-114: Pre-payment Grant Budget Request</p> <p>ED-141: Statement of Expenditures Fed/State Projects</p>

## 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

