

Minutes of the Town of Farmington
Special Town Council Meeting
March 9, 2016

Present:

Nancy W. Nickerson, Chair
Jon Landry
Peter M. Mastrobattista
Gary Palumbo
Amy Suffredini
Meredith A. Trimble
John Vibert

Kathy Eagen, Town Manager
Paula B. Ray, Clerk

A. Call to Order

The Chair called the meeting to order at 4:00 p.m.

B. Pledge of Allegiance

The Council and members of the public recited the Pledge of Allegiance.

C. Public Comment

Pam Fisher of 5 Julles Court thanked the Council for their service. She spoke in favor of the Board of Education budget. She felt the BOE budget was very complicated and made up of mostly contractual obligations and mandates, and if it were reduced, the students would be badly impacted.

Sarah Burns of 3 Hidden Spring Lane spoke in favor of the Board of Education budget. She told the Council she had moved to Farmington for the low taxes and good schools. She believed the schools spend low and perform highly. She was concerned any cuts to the Board of Education budget would push them to the breaking point.

Kristen Mok of 26 Farmstead Lane, PTO President Noah Wallace School spoke in favor of the Board of Education budget. She pointed out we have the lowest mil rate in the area and spend conservatively, so there was no need to cut the budget. She believed if the Board of Education budget was cut the schools would suffer and consequently the home values would decrease. She asked the Council to let the residents decide at referendum if the budget needed to be lower.

Nora Benanti of 26 Tall Timbers Drive spoke in favor of the Board of Education budget. She asked the Council not to listen to public comment spitting numbers at them. She believed the only numbers they needed to listen to were the School Superintendent's numbers.

Jessica Lister of 8 Candlewood Lane told the Council she loved living in Farmington. She thanked them for their hard work on behalf of the Town. She asked the Council not to cut the Board of Education budget to keep our schools strong. She felt it was necessary to keep our schools strong so that the people such as the ones moving to the area for Jackson Labs would want to live in Town.

Beth Kittner of 24 Farmstead Lane, President of Farmington Future told the Council the schools were receiving more students than projected the past two years. She believed that the fact that enrollment was down over the past ten years didn't matter because education was different today than ten years ago. Each school system is unique and shouldn't be compared to others. She asked the Council to take an unbiased look at the BOE budget and not to cut it.

Kelly Sardinas of 6 Appletree Lane asked the Board of Education budget not be cut and told the Council the impacts of the cuts weren't felt for a long time. She didn't believe it was appropriate to compare one school system to another.

Katy Perry of 125 Garden Street told the Council she had been an educator for the past 25 years. She believed the budget was appropriately funded and any cuts would have a negative impact. She felt the Town needed to focus on efficiencies to save money not just make cuts to budgets.

Michele Guerrea of 6 Deer Run Road spoke in favor of the Board of Education budget. She told the Council she wanted small class sizes and the foreign language program to continue for the elementary schools.

D. To consider and take action on the proposed FY 2016-2017 Operating Budget

Kathy Greider, Superintendent of Schools; Kim Wynne, Assistant Superintendent of Schools; Vince LaFontan, Interim Business Administrator and Matt Ross, Technology reviewed the Board of Education Proposed Fiscal Year 2016-2017 Operating Budget with the Council and answered Council questions. They distributed the handouts recorded with these minutes as Agenda Item D-1 which were used to clarify different areas of the budget.

E. Adjourn to Executive Session

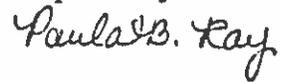
There was no Executive Session held.

F. Adjournment

Motion was made and seconded (Trimble/Mastrobattista) to adjourn the meeting at 7:15 p.m.

Adopted unanimously.

Respectfully submitted,

Handwritten signature of Paula B. Ray in cursive script.

Paula B. Ray, Clerk

Farmington Public Schools

Q & A 2016-2017 Budget—VOLUME 2

The Question/Answer document is a working document that will be updated throughout the 2016-2017 Farmington Board of Education budget development process. The purpose of this document is to provide the Farmington community with factual information relative to the most frequently asked questions that the Board of Education receives throughout the budget development process.

- *Superintendent's Proposed 2016-2017 Budget*
- *Cost Containment*
- *Farmington's Expenditure Rankings*
- *Critical Dates and Meetings*
- *Curriculum*
- *Technology*
- *Staffing*
- *Special Education*
- *Budget Development*
- *Budget Reduction Impact*
- *Self Insurance*
- *General Questions*

What is the Superintendent's Recommended budget amount?

The Superintendent recommended a budget increase of 4.49% over the 2015-2016 budget allocation with an overall budget recommendation of \$63,101,101.

What is the Board of Education approved 2016-2017 budget allocation and increase over the 2016-2017 school year?

The following statement reflects the Farmington Board of Education's Motion to approve the 2016-2017 school district budget:

Motion passed at the February 9, 2016 meeting of the Farmington Board of Education:

The Farmington Board of Education recommends to the Farmington Town Council a budget of \$63,033,101 for a total increase of \$2,641,892 or 4.37%.

Cost Containment and Avoidance**What are some cost containment examples that have impacted the budget in a way that has reduced the Board of Education's approved 2016-2017 budget?**

- Energy-savings performance contract through the Joint Town/Board of Education Green Efforts Committee increased energy efficiency and upgraded facilities continues to result in energy and cost savings. Rebates from the performance contract will allow for additional energy efficiency projects in 2016-2017 that will lead to additional savings in the coming years;
- Farmington has received a grant of \$87,714 for technology upgrades outside of the operating budget. This funding has helped to avoid additional funding needs above requested levels in the 2016-2017 recommended budget;
- Membership in the Education Resources Collaborative (ERC) is projected to lead to reduction in the district-wide copy equipment lease in 2016-2017 and beyond;
- Membership in the Cost Containment Initiative focusing on our Stop Loss Insurance premiums could result in future savings;
- Repurposed current positions to contain costs and continue to align to district and school priorities;
- Planning for the future (cost efficiency work, facility study, and building internal capacity);
- Joint Town and Board of Education Self Insurance Committee established a Joint Self Insurance Policy that articulates best practices in self-insurance budgeting and establishes protocols for proactively reducing reserve when it reaches the 25% level;
- Thus, the policy assists the Town and Board in reducing the taxpayer's burden when the reserve reaches an insurance industry's reserve level;
- Town and Board of Education collaboration continues to promote innovation and best practices;
- Farmington schools moved to a High Deductible HSA for all employees;
- Experiencing favorable trends in claims overall;
- Increase in employee benefits is driven primarily by Stop Loss Insurance cost increase due to a limited number of large claims;
- Developed and continue to expand in-house experts on our faculty in a training-of-trainees model to avoid costs of consultation and external staff developers;

- Realized savings in professional learning with a comprehensive, research-based and highly effective professional development approach;
- Internal Assessment System balanced with fewer externally scored assessments than typical districts avoiding per-pupil costs and providing accurate and timely data; and
- Opened specialized special education programming in district for students identified with special needs to provide exemplary educational opportunities for all students in district while containing costs;
- Deployed a new web-based communications tool in 2015. Resulted in increased functionality and efficiencies for standard communication (e.g. electronic report cards, scheduling, course selection) while reducing overall costs by \$10,000;
- Renegotiated licensing costs and consolidated multiple licenses on several curriculum supports resulting in an overall savings to the district of \$8,000;
- Upgraded inter-school network as a result of Federal E-rate regulations. New network provider has provided a design that increases the bandwidth of connections between schools by 10x, provides added redundancy, and is dedicated to school communications at no additional cost to the district. This upgrade accelerates the FPS Technology Plan by 3-5 years, setting a solid foundation for many other technology related initiatives; and
- Redeployed energy conservation utility (SYAM) to monitor computer power. This resulted in a reanalysis of our infrastructure and an estimated \$80,000 savings to the district by EverSource.

FARMINGTON’S EXPENDITURE RANKINGS

	<u>Rank*</u>
Overall Per Pupil Expenditure	83
Employee Benefits	147
School-Based Administration	154
General Administration	155
Transportation	149
Plant Services	147

**Ranks are calculated for 169 towns in Connecticut with #1 spending the most and #169 spending the least.*

Source: State of Connecticut, Department of Education Preliminary 2013-14 Data

CRITICAL DATES AND MEETINGS:

**Farmington Public Schools
School District Budget Development Outline**

2016-2017

DLC Budget Workshop Discuss 2016-2017 budget development assumptions, goals, and priorities Distribute Budget Manuals Confirm Due Dates	November 19, 2015
Board of Education reviews and considers budget development priorities and guidelines	December 7, 2015 (Regular BOE Meeting)
Building Budget Development Develop 2016 – 2017 Staffing Plan (K. Wynne) Develop 2016 – 2017 Building Maintenance Repair Plan (V. LaFontan & T. Harris) Develop Proposals for New Initiatives	Nov. 19 – Dec. 18, 2015
Submit Comprehensive, Preliminary Building Based Budget (Principals, Directors and Central Office)	December 18, 2015 (on or before)
Proposal must include: a. Budget Narrative including connection to District and Building Goals b. Professional Staffing Plan with supporting data c. Non-Certified Staffing Plan d. New Initiatives All Budget Requests must be finalized by December 18, 2015	
Building Based Budget Reviews Budget Reviews – K. Greider, V. LaFontan, K. Wynne meet with Principals and L. Singer, M. Ross, to review preliminary budget proposals and town wide initiatives	December 21, 2015 – January 11, 2016
Superintendent Completes Draft #1 2016-2017	January 19, 2016
BOE reviews and considers Capital Improvement Projects for 2016 – 2017	January 11, 2016
Board of Education Receives Superintendent’s Budget	February 2, 2016
Capital Improvement Budget to Town Manager	February 4, 2016
Board of Education Budget Workshops (Review dates and agendas): Saturday, February 6 Budget Session 9:00 a.m. – 2:00 p.m. Monday, February 8 Regular BOE Meeting 7:00 p.m. Tuesday, February 9 Budget Session BOE 7:00 p.m. Wednesday, February 10 Budget Session BOE 7:00 p.m.	February 6-10, 2016
Board of Education 2016 – 2017 Budget submitted to Town Manager	February 19, 2016

**Farmington Public Schools
School District Budget Development Outline
2016 – 2017**

First Public Hearing on Town/School Budget	March 8, 2016
Board and Town Council Budget Workshops	March 9, 2016
Second Public Hearing on Town/School Budget (after Town Council review and approval)	April 11, 2016
Town Meeting to Consider Budget	April 25, 2016
Townwide Referendum on 2016 – 2017 Town and School Budgets	May 5, 2016
Second Town Meeting on 2016 – 2017 Budgets (if necessary)	May 9, 2016*
Second Referendum (if necessary)	May 19, 2016*
If Second Referendum Fails – Town Council Adopts Budget	May, 2016*

*Tentative at this point

CURRICULUM:

What does the Curriculum budget fund?

The budget allocation includes:

- Stipends for teachers to serve on district-wide vertical teams in each discipline to set standards, monitor assessment data and propose curriculum development work that will ensure a K-12 alignment of knowledge and skills.
- Stipends for curriculum leaders who provide training and coaching at the annual Summer Curriculum Academy and review/evaluate all curriculum documents.
- Stipends for teams of teachers to develop curriculum maps for courses and grade levels that have been identified by the vertical team as in need of revision or realignment.

Why do we need curriculum documents?

- Articulate for teachers exactly what students should know and be able to do in each unit of study.
- Specify which standards are to be taught, how they will be assessed and what unique learning activities will lead students to develop these understandings.
- Build on what students have already learned and increase in knowledge, complexity and skill as students' progress through the grades.
- Ensure common experiences across schools and classrooms so that all children have access to the knowledge and skills they need to achieve at high levels.

Why don't we just buy textbooks?

- FPS curriculum is designed to include differentiated instruction for diverse learners.
- Farmington standards are high and textbook companies do not always align their content with our standards.
- Textbooks alone do not provide the rich and varied resources that engage students in doing meaningful "real-world" work so that they know how to transfer and apply what they have learned to new situations.

Why do we need to rewrite curriculum once it has been done?

- The Common Core State Standards (CCSS) in both math and literacy, the Next Generation Science Standards (NGSS) in science and new Social Studies standards require that Farmington teachers re-evaluate the rigor and alignment of our standards to the new expectations and revise curriculum as needed.
- FPS curriculum reflects "state-of-the-art" knowledge and understandings that students must acquire in order to be college and career ready in each discipline as they further their education.
- FPS is committed to providing students with opportunities to direct their own learning through inquiry and collaborative dialogue, both of which require current and interesting curricular topics.
- Educators continue to research better methods of instruction and assessment that must eventually become a part of the curriculum that is taught.

What are the major curriculum initiatives for the 2016-2017 school year?

The following initiatives support the implementation of the Board of Education's five year goals:

- Revision of High School Math courses - Discrete Math, Algebra, and Logic
- Technology integration into high school courses
- High School English Portfolio System development
- Elementary Integrated Unit development - continuation of program improvements
- World Language Program Development - Elementary, Grade 8 French, and Spanish V
- Music Curriculum Revisions - Composition, Choral Program for grs. 7 and 8, Strings
- Art - Design Courses development
- AVID Courses for grades 10 and 11
- Advisory Program development at IAR and FHS
- Research and Writing Standards for Grade 9 - cross disciplinary standards

How do we determine who will write curriculum?

Teachers must apply to write curriculum and demonstrate a high level of understanding and expertise in order to be selected. Teachers who apply must currently teach or have previously taught the course and be considered strong in both content and pedagogy by their supervisors. The application process also gives weight to teachers who propose new and engaging ways to elevate the quality of the teaching and learning in the course.

Why do teachers work in teams?

Teachers work in teams of 2 or 3 in order to maximize the opportunity for new ideas, critical feedback and multiple perspectives. Farmington teachers work together in teams all year to develop lessons and look closely at student work. The summer curriculum development process is an extension of our strong beliefs in a collaborative culture of high expectations.

What are the responsibilities of curriculum writers?

- Writers attend the Summer Curriculum Academy - 3 full days of training in the summer focused on the Understanding by Design model. This training helps teachers to design or revise curriculum that aligns with Farmington's principles of teaching, learning and assessment.
- Over the course of the summer, writers work together to complete the map that articulates a course purpose, essential understandings, concepts and learning skills to be taught and the major assessments. They submit their work to the academy coaches for review and feedback by mid-August.
- Over the course of the school year, writers continue to develop the instructional plan for each unit using student work to guide these revisions. They write the "Stage III" portion of the map and develop rubrics to be used to judge the quality of student performances on key assessments. They meet at least 3 more times with their assigned academy coach for review and feedback. They assume responsibility for facilitating regular conversations about the effectiveness of the curriculum design with the teachers who are teaching the course.
- Curriculum writers will devote upwards of 60 to 70 hours of their time writing and revising and many more hours thinking, talking and learning about high quality content and instruction in the course.

How are they held accountable?

As described above, there are regular intervals for submitting work that is reviewed by the Curriculum Academy coaches. The coaches use the rubric to rate each aspect of the curriculum document and give written and verbal feedback to point out areas in need of improvement. The rubric includes specific language aligned with the Board of Education’s new 5 year goals and articulates exceptionally high levels of quality for the curriculum we expect.

Why does the Board of Education fund professional development activities for faculty and staff?

- The district needs to continuously develop the skills and knowledge of its administrators, teachers and staff in order to meet the new five year goal targets and continuously improve teaching and learning for all students.
- The district is legally obliged to provide professional development annually that is aligned with the teacher evaluation process.
- The district is legally responsible for providing training on topics mandated by the State of Connecticut.

What opportunities do students have to study World Language?

- The Superintendent’s recommended budget includes one full time Spanish teacher to extend the study of another language in grade 2. This request is a result of the World Language program review conducted in 2013-2014.
- Currently, beginning in the fifth grade, students choose to study either Spanish or French. Students must meet a world language proficiency standard in order to graduate. Most students meet this standard by the 10th grade. Students may continue their language study until the AP Level or a sixth year course in either language.
- Currently, Latin can be taken as an elective course in grades 7 and 8. This course meets twice a week. In 2013-2014, an additional .2 FTE was added to the budget to allow students continue to study Latin when they enter the high school. In the 2015-2016 budget, another .2 Latin teacher was added so that students can continue their study of Latin, adding the Latin III course. This coming year Latin IV will also be offered using existing staff.
- At the high school level, students may pursue any language as an independent study. Through this independent study program, students, with the support of a teacher, can find an online or university language course and submit an application to take the course for high school credit.

What is the cost of the Elementary World Language Program now and going forward?

Elementary World Language	Kdg - Grade 1 2015-16	plus Grade 2 2016-17	plus Grade 3 2017-18	plus Grade 4 2018-19
FTE's	2.0	3.0	4.0	5.0
Staffing	\$ 120,670	\$ 181,911	\$ 242,548	\$ 303,185
Curriculum	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Supplies (\$500/elementary school)	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
		\$		
	\$ 124,670	185,911	\$ 246,548	\$ 307,185

What is the cost of the FHS AVID Program now and going forward?

AVID	Grade 9-10 2015-16	plus Grade 11 2016-17	plus Grade 12 2017-18	Grades 9-12 2018-19
FTE's	0.4	0.6	0.8	0.8
Faculty	\$ 24,134	\$ 36,382	\$ 48,509	\$ 48,509
Fees (1-11-24169-006-2122-611)	\$ 32,495	\$ 32,495	\$ 32,495	\$ 32,495
Curriculum	\$ 1,600	\$ 1,600	\$ 1,600	\$ 0
	\$ 58,229	\$ 70,477	\$ 82,604	\$ 81,004

TECHNOLOGY:

What were the goals of the Best Practice in Technology Funding Ad Hoc Committee?

- Review benchmark data of Farmington’s technology hardware and infrastructure against area school districts;
- Research and explore funding sources for technology hardware and infrastructure to support our school district’s technology plan and five year goals; and
- Present findings to the Board of Education.

What did the committee recommend to fully realize our district technology plan? Do other districts fund technology in this way?

After the committee reviewed four options for technology funding, the committee selected a funding approach that utilized both operating and capital funding sources. Some other school districts that utilize both operating funds and capital funds to fund technology hardware and infrastructure are:

- Granby
- New Canaan
- New Fairfield
- Orange
- Simsbury
- South Windsor
- West Hartford
- Woodbridge

What are the focus areas for the 2016-2017 budget in the areas of technology?

Technology for Teaching and Learning:

- *Based on our Vision of the Graduate and the FPS Framework for Teaching and Learning, personalization and student-centered learning is a priority. Web-based resources and digital media engage students and provide opportunities to access curriculum, interventions, and on-line learning tools from anywhere.*
- *Cost effective devices and the use of digital resources for research, creation, and production of student work align to and support the FPS Theory of Action.*

Technology for Productivity and Efficiency:

- *Infrastructure upgrades and investment in virtual technologies set a strong foundation for current technological demands and support for future growth and innovation.*
- *Greater productivity and efficiency in teaching and learning as well as operations using tools (e.g. Google Apps) built to support 21st century learning skills (collaboration, innovation, and inquiry).*

The 2016-17 budget proposed maintains current technology services and continues a regular replacement/upgrade of aging infrastructure to maintain service and support.

Can you provide examples of how on-line resources, like the Khan Academy, are utilized in Farmington? Are there any savings associated with the use of these types of on-line resources?

- On-line resources are used in all grades to enhance teaching and learning. At the elementary schools, student use *Raz-Kids* and *BookFlix* – online guided reading programs with interactive e-books, downloadable books, and reading quizzes. Each class in Grades 1-4 has a subscription and students can login at school and at home. Similarly, students in Grades K through 8 use a variety of tools to learn and practice keyboarding skills. In *Math in Focus*, students gain more practice through on-line resources (ThinkCentral); teachers have access to formative and summative electronic tests. Because of these materials, we are now creating new assessments to align with *Math in Focus*. *Raz-Kids* offers a wealth of books that we do not need to order, shelve, or inventory. The above programs are subscriptions.
- The Kahn Academy videos and Lynda.com, as well as other on-line learning resources, are currently used by students in need of reinforcement and re-teaching of concepts. We do carefully review these on-line learning resources as we have seen a lack of rigor and/or alignment to our rigorous curriculum standards in various on-line resources. These can be a valuable resource for students who are struggling with a particular concept as they can watch the video several times and practice the related questions.
- Where appropriate, teachers “flip” their classrooms (similar to the Khan Academy) by placing their lessons on videos so that students view lessons at home and class time is used for primarily for demonstration of learning, collaborative tasks and complex problem solving with the support of the teacher as a coach/facilitator.
- Interventions, if appropriate, are administered on-line with an adaptive feature so that students move through the intervention at their own pace. Of course, this is another area of variation when it comes to rigor and quality. So, all programs are thoroughly reviewed by the school district prior.
- Discovery Tech-books are used in grades 7-8 as an alternative or accompaniment to the traditional text book. Additionally, school libraries are more carefully choosing subscriptions that include digital access to books as well as traditional paper copy.

While these digital resources may replace paper based resources, the end result does not always result in a cost savings. More appropriately, these digital resources supplement or reinforce current materials, and provide access to more dynamic content allowing the students and teachers to apply real world examples to the classroom curriculum.

To fully implement our technology plan, what technology would each classroom in Farmington include?

Please see attachment A for an overview of the vision of the Farmington classroom for technology. This describes all the technology that is required in a classroom to fully realize our technology plan. Technology staff and educators revised the list in 2015 and the Board of Education approved a plan to begin upgrading the Farmington classrooms with the newer technology. Most of the elementary classrooms were upgraded in 2015-16, and the focus for 2016-17 has moved to West Woods Upper Elementary School. Updates consist primarily of projectors and wiring to accommodate newer display technologies.

What are chromebooks?

Chromebooks are a type of electronic device similar to a computer. The Chromebook is a low-cost/high impact device due to its low price, easy management, and wireless access to the internet. Chromebooks run on an operating system developed by Google and link directly into the Google Apps for Education resources selected by the school system.

Why is Farmington utilizing chromebooks?

Farmington evaluated many different devices before selecting the Chromebook. Chromebooks integrate seamlessly with the Google Apps for Education (GAFE) platform. Google Apps for Education provides

districts like Farmington with free access to email, productivity software (Google docs), and file storage as well as a platform for many other information and research based applications. Those resources are available to all students. Learning applications selected by the district are linked right to the students' dashboard within Google Chrome for easy access. The Chromebook acts as one conduit for accessing those resources.

What are the benefits of utilizing chromebooks?

Students are shown different ways of accessing the same resources from more than just the Chromebook. The Chromebook represents a shift in the culture of technology and resource access. Because the Chromebook is really just a web browser, the student can transfer that knowledge of information access to any device with a web browser (typically Chrome) and an internet connection. More resources are being developed that require only a web browser. At the price point of a Chromebook, the district can double the number of devices available to students, providing access to learning resources at a more rapid pace. The Chromebook was selected as the right device, for the right reasons, at the right expense.

How do you guarantee equity in technology when PTOs raise funds for technology at individual schools?

Our PTOs have been generous in purchasing technology for individual schools. Our District Technology Plan is the guide for all purchases of technology equipment for classrooms. The PTO works with the principal to identify equipment that is already identified for future purchase and is part of the District Technology Plan. The PTOs, in effect, accelerate the purchasing of equipment on the District Plan. When this occurs, the school receiving this equipment is no longer slotted to receive those items. In future budget cycles, the same equipment is purchased for the other schools.

STAFFING:

What new positions are being requested in the 2016-2017 budget and why are these positions needed?

(Introduction and Rationale for the 2016-2017 Proposed Professional Staffing Plan)

The following professional staffing plan is based on the current and emerging needs identified by teachers and administrators. There are several priorities that this proposal addresses: Academic Excellence, Social/Emotional Well-Being and Innovation.

Area	Recommended Positions
<i>Academic Excellence:</i> Maintain class sizes*, extend the elementary Spanish Program to grade 2, and expand intervention services for students not meeting established standards	1 position
<i>Social/Emotional Well-Being:</i> Extend the time at each elementary school for the School Psychologist to work directly with students who need expert support, expand services of the CARE Team district-wide, address the intensified needs of students identified for special services at the elementary level, and provide BCBA consultation services for students in our Specialized Programs	2.9 positions
<i>Innovation:</i> Extend the Latin Program to Latin IV, continue to offer Capstone opportunities and choices, provide high quality/expert Math instruction in the STEP Program, encourage and support aspirational development and success for students with unrealized potential-AVID and provide high quality instruction in all core subjects at FAHS	-2.85 positions Repurposing existing staff
*Total:	<u>1.05</u>

Non-certified regular education positions that are increased in the 2016-2017 budget include:

Area	FTE	Comment
Special Services • Alt School / STEP Job Coach	(0.93)	• Reduction in Job Coach position
Tutors • ELL Tutors • Avid Tutor	0.86 (0.3)	• Increase of 6.0 hour /day ELL tutor to meet rising student need • Reduction of AVID tutor; Guidance Interns perform responsibilities
Paraprofessionals • Special Services paraprofessionals	(1.86) 1.79	• Reduction of .93 para from WD • Reduction of .93 para from NW • Transfer of .93 para from IDEA to budget • Transfer of .86 para from IDEA to budget
Technical Support • Data Specialist	0.50	• Additional part time technical support for schools
Total:	0.06	

Academic Excellence: Farmington’s Vision of the Graduate expresses the district’s commitment to college and career readiness standards to ensure that all students are prepared for citizenship and leadership in a complex and changing global society. As we continue to advance our mission, we recognize that teachers are our greatest resource as students learn best when they are challenged and supported in an active student-centered learning community.

- Adheres to the Board of Education Policy and Regulations for class size
- Extends the elementary World Language program to grade 2, providing a continuation of the current program in grades K and 1
- Provides instructional support for English Language Learners due to increased need

Social /Emotional Well-Being: Learning must take place in the context of an environment of trust and safety and be supported through caring, positive relationships. Children come to school with a variety of strengths and needs that impact their education and we must respond with appropriate programming and supports to meet their needs. Social emotional learning is aimed at developing the skills necessary for children to understand and manage their emotions, feel and show empathy for others, make responsible decisions and achieve personal goals.

- Provides additional time at each elementary school for the School Psychologist to work directly with students who need expert support
- Expands services provided by the CARE Team to all schools to address the intensity of needs
- Addresses the intensified needs of students identified for special services at the elementary and secondary level
- Provides BCBA consultation services for students in our Specialized Programs as well as diagnosis, evaluation, and behavioral intervention plans for other students with immediate needs, Pre-K to 12

Innovative Programming: Through innovative approaches to staffing and program development we are restructuring teacher assignments, using existing staff where possible to create new and challenging opportunities for students. As the “student voice” becomes critical to our improvement work, we better understand their interests, goals and needs and are developing new ways to respond accordingly.

- Supports aspirational development and success in rigorous coursework for students with unrealized potential by adding a cohort of students to our AVID Program
- Provides high quality instruction in core academic areas at FAHS
- Extends the opportunity for students to take Latin IV
- Continues to offer Capstone opportunities and choices based on student interests
- Provides expert high quality Math instruction for students in the STEP Program at FHS

What are some of the job responsibilities of a Farmington Principal?

Farmington principals are first and foremost instructional leaders. Principals are responsible for the total operation of their schools. They are responsible for creating a school culture and climate conducive to student learning and for supervising and evaluating their teachers. They work closely with teacher teams and departments to ensure that instruction supports high levels of student achievement and a consistent set of experiences developed from our standards-based curriculum. Farmington principals also are fully engaged in working between schools and levels in order to create a coherent instructional program for students K-12.

They participate in district instructional improvement initiatives through roles as leaders in town-wide committees specifically designed and charged to monitor program development and implementation issues. They participate in cross-level administrative teams to develop consistent expectations and create pathways for success for students as they transition between levels.

- Responsible for the total operation of the school in accordance with policies and regulation of the Board of Education
- Responsible for the hiring, assignment, supervision and evaluation of professional and non-certified staff
- Responsible for the implementation of the curriculum program in the school
- Responsible for student discipline and positive school climate
- Responsible for the day-to-day operations of the special education programs
- Responsible for effective communications with parents and the school community
- Responsible for promoting the professional growth of each staff member and improving instruction
- Responsible for the evaluation of the curriculum and administration of testing and evaluation programs
- Responsible for preparing and administering a school budget based on the goals and of the school and district
- Responsible for the health and well-being of students and staff, including security of the facility

- Responsible for personal professional development and for providing leadership
- Responsible for the supervision and evaluation of assistant principals (High School, Middle School and Upper Elementary)

What are some of the responsibilities of Farmington Principals in the summer months?

Summer Activities of Elementary Building Principals K-4, 5-6

- Recruit, select and induct new faculty members
- Review end of year data with faculty for school development planning purposes, write school goals
- Plan professional development activities for the opening of school
- Develop the school schedule
- Revise the Parent Handbook and prepare it for printing and distribution
- Finalize the Results summary for the previous school year
- Meet with building or district leadership teams for system-wide planning
- Meet with and induct new families to the school community
- Develop and finalize student class assignments
- Participate in two to three days of professional development with the District Leadership Council
- Oversee the purchasing of materials and equipment for the opening of school
- Work with the custodial staff to coordinate building readiness for the opening of school – furniture, grounds, maintenance projects, etc.
- Meet with PTO and other community groups to plan activities for the school year

Summer Activities of Secondary Principals 7-8, 9-12

- Finalize the Results summary for the previous school year
- Recruit, select and induct new faculty members
- Finalize the Results summary for the previous school year
- Review end of year data with faculty for school development planning purposes, write school goals
- Plan professional development activities for the opening of school
- Finalize the school schedule
- Revise the parent and student publications and prepare them for printing and distribution
- Meet with parents to resolve answer end of school year grading, promotion and graduation issues
- Meet with building or district leadership teams for coordination of responsibilities and planning purposes
- Work with guidance staff to induct and schedule new students
- Work with guidance staff to resolve student schedule problems
- Participate in two or three days of professional development with the District Leadership Council
- Oversee the purchasing of materials and equipment for the opening of school
- Oversee the summer school programs
- Work with the Director of Facilities and custodial staff to coordinate building readiness for the opening of school – furniture, grounds, maintenance projects, etc.
- Meet with Athletic Director, intramural and interscholastic coaches in preparation for opening sports activities
- Meet with parent and advocacy group leaders

What is the job description of a Farmington Department Head? Do they teach?

Yes, Department Head teach two classes per day. This is a summary of a Department Head's job responsibilities:

- Responsible for fulfilling all of the responsibilities of a classroom teacher
- Responsible for participating in the selection of new teachers, orientation and induction
- Responsible for supervising the teachers in the given department and providing performance information to the principal
- Responsible for the establishment of department goals and improvement strategy
- Responsible for providing professional development for the department, in conjunction with the principal
- Responsible for articulation of the curriculum within the department
- Responsible for leadership to Vertical Teams and Ad Hoc Committees
- Responsible for leadership in the development of new curriculum, implementation and evaluation of curriculum
- Responsible for the selection of texts and materials and for budgeting for the department
- Responsible for leading monthly department meetings
- Responsible for assisting the principal in scheduling and assigning teachers to classes
- Responsible for actively participating in the building leadership team, which provides input into the school development planning process and meets twice monthly
- Music, Art and PE Department Leaders work with K-12 departments and therefore supervise teachers and oversee programs in seven buildings.

What is the job description of a Farmington High School Dean of Students? Does the Farmington High School Dean of Students teach?

The Dean of Students is a part-time teacher and part-time administrator. The Dean also has the full complement of administrative responsibilities described above, including supervision and evaluation of teachers, assignment to specific academic departments, and student services. The Dean works on an eleven month calendar.

What are some of the job responsibilities of a Farmington Department Head during the four (4) days in the summer that they work?

- Department Leaders work an additional four days during the summer when they orient and mentor new teachers, conduct budget related activities, plan for the implementation of curriculum across the department and conduct other business pertinent to the opening of school. They work with their administrators to develop a comprehensive school development plan. They also participate in a leadership meeting with the Assistant Superintendent and Director of Curriculum and meet with their Vertical Team members.

SPECIAL EDUCATION

Is Special Education mandated? Where does the mandate come from?

Special Education services are mandated by the federal government (Individuals with Disability Act). FAPE (Free and Appropriate Public Education) is the term used to describe the educational rights of children with disabilities in the United States. This right is guaranteed by the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA). It is defined as an educational program that is individualized to fit the specific needs of a child having a disability or qualifying for special education in the least restrictive environment. The program must meet the child’s unique needs, provide access to the general education curriculum and meet State grade level standards.

How does Farmington compare to other school districts in Special Education spending?

State Data 2014-2015 (most recent available)

In comparison to other DRG B districts, the percentage of the total budget spent on special education continues to reflect effective and efficient budgeting.

Cheshire	24.11%
Greenwich	21.57%
Simsbury	21.03%
Avon	17.63%
Farmington	18.31%
Glastonbury	17.04%

What special services staffing increases are proposed for the 2015-2016 school year and why are these positions being proposed?

Consultation, Assessment, Response and Education (CARE): It is proposed in this year’s budget that the CARE team be increased by 0.5 (social worker) in order to expand its ability to intervene with students who show signs of mental health or behavioral issues. The Sandy Hook Commission has recommended that schools intervene with students while very young to prevent future acts of violence and to provide better educational and mental health services. This team currently consists of a fulltime special education teacher along with a 0.5 social worker who triage with school teams to plan for students with behavioral issues, train staff in behavioral interventions, and offer professional development to the staff at large.

BCBA: It is proposed that the BCBA position be reinstated in order to build internal capacity to support students in the SLC programs. Over the past two years, we have engaged in a consultative relationship with the **Center for Children with Special Needs (CCSN)** for BCBA support and training. The CCSN is an interdisciplinary clinic specializing in the diagnosis, evaluation, and treatment of children and adolescents with complex developmental disabilities, in particular for students with Autism, Pediatric Chronic Illnesses, and Developmental Disabilities. In addition to training our staff in state-of-the-art methodologies for program development and data collection, CCSN has offered professional development in conducting Functional Behavior Assessment and Discrete Trial Instruction. A budget priority for the 2016-2017 school year is to reduce CCSN support while adding a BCBA who is a district employee.

Specialized Transition Educational Program (STEP) The STEP program was initiated during the 2013-14 school year in order to program for students with significant behavioral and emotional needs. The mission of the STEP program is to offer therapeutic interventions and supports which are imbedded in the academic day. This year's budget contains a request for an increase in social work time from 0.5 to 1.0 to provide additional support to the STEP program and to offer mental health support to students who may not be in the program, but are experiencing an increase in mental health issue. Given the intensity of the challenges faced by the students in the STEP program, an increase in support is warranted.

School Psychologists: Currently, there is a 0.5 social worker and a 0.4 school psychologist at each of the four elementary schools. During the 2014-2015 school year, school psychologist at each of the elementary schools were increased from 0.3 to 0.4. This year's budget increases the school psychologist to 0.5 which will move the district toward having a mental health professional on site in each elementary school throughout the school day. This is critical in providing mental health support throughout the school day.

Special Education Teachers: Given the increase in intensity of student needs at the elementary level, there is a need for two dedicated special education teachers in each of these buildings. Currently there are 2.0 special education teachers at Union School and 3.0 teachers at East Farms School. Both West District and Noah Wallace Schools have 1.5 special education teachers. This level of staffing resulted in an increased strain on resources within these two buildings to meet the needs of students with intensive needs, and to adequately support all students in the building with IEP's. An increase in special education teachers will allow for a decrease of 1.0 paraprofessionals in each of the buildings which will offset the increased cost (2.0 total decrease in paraprofessionals).

Examples of innovative special education programs that have been initiated in the past and the impact those programs have had on student success.

Farmington has a rich history of innovation when it comes to programming, including special education programming. This has contributed to lower expenditures in comparison to similar districts when it comes to special education spending.

SLC: The Specialized Learning Center (SLC) is a program that was developed to address an increase in students identified with autism. The school district has experienced a significant increase in the number of students identified with autism who require a specialized program. The SLC was established in Farmington several years ago and the program offers intensive programming for students with autism with an inclusive feature that is unique to our SLC program. Currently, there are SLC classrooms at Union, West District, WWUES, and at the preschool level. This program affords our students with autism to receive exemplary instruction and intervention while having the opportunity to interact with their typical peers.

SLC Programs at IAR and FHS: At both IAR and FHS, specialized programs support students who require a modified curriculum with an emphasis on activities of daily living and prevocational experiences. Students in these programs participate in activities with their typical peers and receive specialized instruction in academics, social skills and life skills. In addition to opportunities within the school, students are able to practice their skills in community settings.

FVTA: This program is designed for intensive students who have met graduation course and credit requirements and for whom the PPT recommends continued services to meet transition needs. The program is located on the campus of the University of Hartford and is co-sponsored by the Simsbury and the Farmington school districts. The FVTA is a community-based transition program focusing on instruction and application of skills in the areas of self-advocacy, functional academics, daily living, and vocational skills.

FVDC: The FVDC has provided students with a short term educational setting that provides psychiatric, psychological and educational supports. The cost of this regional program is significantly less than hospital based programs. The mission of the FVDC is to diagnose students, make educational and therapeutic recommendations, and if possible, assist students in returning to their home school environment.

Alternative High School: The FAHS provides alternative educational experiences for students who struggle with the size and scope of the traditional high school setting. Students are exposed to the high school curriculum through more hands on, experiential learning opportunities. Through this alternative environment, students are able to complete their high school requirements while meeting Farmington's academic standards.

Co-Teaching: This service delivery model provides students with the expertise of both a regular and special education teacher in the classroom. This allows students with disabilities the opportunity to learn alongside their typical peers. Through this model, all students are afforded the opportunity to be exposed to the Farmington curriculum and receive the supports, accommodations and modifications they require in the regular classroom environment.

STEP: The Specialized Transition Educational Program (STEP) offers a supportive therapeutic milieu for our high school students who are encountering emotional and/or behavioral struggles. Each student has an individualized program focused on providing them with therapeutic interventions and therapies, while offering the opportunity to access Farmington's regular education offerings.

Examples of Special Services cost containment:

Over a number of years, the Special Services Department has developed innovative in-district programming that reflects program excellence and research based best practices while containing costs:

SLC: The SLC program was designed to provide high-quality, in-district educational programming for students who required specialized services and have a primary diagnosis of autism, an intellectual disability or who are multi handicapped.

FVTA: This program is designed for intensive students who have met graduation course and credit requirements and for whom the PPT recommends continued services to meet transition needs. The program is located on the campus of the University of Hartford and is co-sponsored by the Simsbury and the Farmington school districts. The FVTA is a community-based transition program focusing on instruction and application of skills in the areas of self-advocacy, functional academics, daily living, and vocational skills. Tuition is applied to students who attend the FVTA from outside the school district, thus, offsetting the cost of the program.

STEP: The STEP program is a new program housed at Farmington High School and was designed to offer students with social and/or behavioral issues a therapeutic interventions and therapies while remaining at Farmington High School. During the first four months of the program, three students have successfully returned to the high school from outplacements, which represent a significant cost savings to the district.

Tuitioning in out of district students: This year we tuitioned in a student from a neighboring district into one of our specialized programs which resulted in a cost savings.

Cooperative Cross District Transportation: Through collaboration with neighboring districts, we have reduced costs in special services transportation. This requires ongoing communication and collaboration with our neighboring districts.

What is the breakdown of the Special Education increase for 2016-17?

Total Special Services Budget Increased by	\$989,628
Salaries	\$673,834
The gross wage increase (GWI)/ step increase resulted in an increase of -	\$186,448
New positions account for:	
Certified staff (new 2.9 FTE) –	
.50 FTE Mental health social worker	\$ 30,319
1.0 FTE BCBA	\$ 98,123
.50 FTE Special Services	\$ 30,319
.50 FTE WD Special Services	\$ 30,319
.40 FTE School Psychologist	<u>\$ 26,090</u>
	\$215,170
Non-certified staff (9 Special Services Paras)	\$215,781
ELL (.86 FTE ELL Tutor)	\$ 20,855
Special Ed Nursing Services -	\$ 22,580
Home and Hospital Services -	<u>\$ 13,000</u>
Total New Certified/Noncertified Staffing -	\$487,386
Tuition	\$221,529
Summer School	\$ 51,215
Consultation	\$ 33,475
Other	\$ 9,575

BUDGET DEVELOPMENT

What is the timeline for the 2016-2017 budget development for the Farmington Board of Education?
What is the role of the Superintendent, Board of Education and Town Council in establishing the Board of Education’s annual budget?

The Superintendent is responsible for the financial plan of the district. In November, the Superintendent explains to the leadership that the goals of the district must be related to the resources being allocated. The Superintendent also shares with the leadership the context in which the resources will be appropriated. She informs the group of the timeline for the coming months and expectations regarding documentation of the budget. The leadership is then charged with formulating their building/area budgets.

In January, the Superintendent reviews the information provided from the staff and crafts the financial plan for the district.

In early February, the Superintendent presents the budget to the Board of Education and community during a series of workshops. The Superintendent explains all items contained in the financial plan and provides documentation requested by the Board.

The Board reviews the Superintendent's request and makes adjustments during a series of workshops in February. The Board then votes on the adjusted request and forwards to the Town Manager according to the timeline contained in the charter.

The Town Manager submits an overall financial plan for the coming year to the Town Council.

The Town Council holds a series of budget workshops during March at which the Board and Town Department Heads explain their requests.

The Town Council holds public hearings on the budget, the second of which is held in early April and follows the approval of the budget by the Council.

What were the recent years' budget increases?

- The 2015-2016 budget reflects a 3.70% increase over the 2014-2015 budget.
- The 2014-2015 budget reflected a 2.69% increase over the 2013-2014 budget.
- The 2013-2014 budget reflected a 1.96% increase over the 2012-2013 budget.
- The 2012-2013 budget reflected a 2.75% increase over the 2011-2012 budget.
- The 2011-2012 budget reflected a 4.83% increase over the 2010-2011 budget.
- The 2010-2011 budget reflected a 4.00% increase over the 2009-2010 budget.
- The 2009-2010 budget reflected a 1.94% increase over the 2008-2009 budget.
- In 2008-2009, the budget reflected a .64% increase over the 2007-2008 budget.

What is the process used for developing the budget recommended to the Board of Education?

The Superintendent's budget is strictly aligned to the Farmington Public Schools new five year goals, state and federal educational requirements and most importantly our administrative team's deep day to day knowledge of their schools and the educational alignment needed for continuous improvement across grades K-12 in Farmington.

In December our Superintendent brought forward a budget forecast that provided a preliminary snapshot of the 2016-2017 school district budget.

In meetings from December '15 through January '16, administrators presented the staffing, special services and technology budgets in detail.

The Superintendent conducted many meetings over many months with her administrative team that serves as the working environment to produce the budget detail. This extensive work forms the Superintendent's recommendation, which was the budget brought forward on behalf of the educational professionals who work for the Farmington Public Schools.

In preparation for the Board's review extensive education program reviews and adjustments were completed by school principals, program directors and Central Office administration.

Once developed, how does the Board of Education come to their recommended Budget?

The Board's recommended budget comes after months of preparation by district administrators and numerous reports to the Board reflecting the needs of departments and schools. This took place from November through January. Budget hearings are held and budget review will be conducted from February 6-10, 2016.

For the past ten years, what has been the Farmington Board of Education annual budget increase?

See attachment B.

What are the budget "drivers" when it comes to annual budget development?

There are six budget "drivers" that impact budget development:

Salaries and wages

Contractual agreements with the teachers, administrators, nurses and CILU (secretaries, tutors, aides and custodians) represent the largest portion of our annual budget. For 2016-2017 the Board negotiated a GWI of 1.75% increase for teachers on the top step and a .5% GWI and step for all other others with the teachers' union, a 2.75% increase with administrators, a 2.75% increase with the nurses, and with the CILU union the increase is 2%.

Benefits

Contributions to the self-insurance medical reserve fund and payments to the federal government for FICA and Medicare represent the second largest driver in our budget. The BOE negotiated a high deductible health savings account program with CILU, teachers, and administrators. With a healthcare design that promotes proactive healthcare and consumerism, the High Deductible Health Savings Account (HD HSA) will produce estimated cost containment and avoidance of more than \$1,000,000 over the life of all three contracts.

Special education tuition placement

The Farmington Public Schools are mandated to pay for the tuitions of special needs students when an appropriate program can only be offered outside the district. Other special education costs such as OT, PT, consultations and summer school exert pressure on our annual budget requests, especially when needs are unanticipated.

Public Utilities

This category includes electricity, natural gas to heat our buildings, water, telephone, and refuse removal. The Board has partnered with Connecticut Natural Gas to provide the lowest cost energy product to our facilities.

Transportation

The Farmington Public Schools are mandated to provide transportation services for students within district and for some Magnet School and special education students out of district.

Other

To a lesser extent than the headings listed above, other items which must be addressed in the budget are technology equipment, building and equipment repairs, supplies (both instructional and maintenance), property and casualty insurance, and professional development.

When was the teacher's contract negotiated and what is the 2015-2016 increase for teacher salaries?

The teachers' contract negotiations commenced in July 2013 in accordance with state statute and ended in September. In 2014-2015, FEA is the third association in Farmington to move to a High Deductible Health Plan and Health Savings Account (HDHP HSA) for health insurance benefits. The agreement also includes a 1.25% GWI for teachers at the top step of the salary schedule and a .5% GWI and step for all other teachers in 2014-2015 and 2015-16 and a 1.75% GWI for teachers at the top step of the salary schedule and a .5% GWI and step for all other teachers in 2016-17. New negotiations will begin in the summer of 2016.

How do the school district's goals impact the annual budget?

The Board of Education goals drive all aspects of budget planning. Decisions about supplies, equipment, services and staffing are all made to support instructional programs that align with district goals. The new five year goals require an adjustment to current spending priorities.

- Plan curriculum to include activities that teach and promote high levels of student thinking, innovation and collaboration.
- Target professional development resources to support teacher planning and instruction in methods that engage students, consistent with the Framework for Teaching and Learning and Board goals.
- Plan innovative programming that supports our Vision of the FPS Graduate.

What happens if the budget fails at the first referendum?

According to the Town Charter, "If the recommended budget is rejected at the budget referendum pursuant to subsection C, the Council shall meet and shall submit a second recommended budget to a new Town Meeting to be held not later than the second Monday of May (the "Second Town Meeting"). The second recommended budget shall be lower than the budget rejected at the referendum held pursuant to Subsection C."

Why did the Board not institute "pay to participate" in our music programs?

Music programs are considered curricular and, therefore, charging for them is inappropriate.

What is an FTE?

A full-time equivalent is how a full-time position is calculated. An FTE represents one full-time teacher but sometimes an FTE is made up of various part-time assignments requiring different individuals to fill those parts.

Please provide some examples of shared costs, savings or cost avoidance.

The Farmington Public Schools is a member of various consortiums including those seeking to reduce costs in the areas of transportation, digital copying, tuitions and benefits management to name a few. Our collaborative with Simsbury on the Farmington Valley Transitional Academy is a good example of communities programming effectively and efficiently.

Here are some other examples:

- Energy-savings performance contract through the Joint Town/Board of Education Green Efforts Committee increased energy efficiency and upgraded facilities continues to result in energy and cost savings. Rebates from the performance contract will allow for additional energy efficiency projects in 2016-2017 that will lead to additional savings in the coming years;
- Farmington has received a grant of \$87,714 for technology upgrades outside of the operating budget. This funding has helped to avoid additional funding needs above requested levels in the 2016-2017 recommended budget;
- Membership in the Education Resources Collaborative (ERC) is projected to lead to reduction in the district-wide copy equipment lease in 2016-2017 and beyond;
- Membership in the Cost Containment Initiative focusing on our Stop Loss Insurance premiums could result in future savings;
- Repurposed current positions to contain costs and continue to align to district and school priorities;
- Planning for the future (cost efficiency work, facility study, and building internal capacity);
- Joint Town and Board of Education Self Insurance Committee established a Joint Self Insurance Policy that articulates best practices in self insurance budgeting and establishes protocols for proactively reducing reserve when it reaches the 25% level;
- Opened specialized special education programming in district for students identified with special needs to provide exemplary educational opportunities for all students in district while containing costs.
- Farmington schools moved to a High Deductible HSA for all employees;
- Experiencing favorable trends in claims overall;
- Increase in employee benefits is driven primarily by Stop Loss Insurance cost increase due to a limited number of large claims;
- Developed and continue to expand in-house experts on our faculty in a training-of-trainees model to avoid costs of consultation and external staff developers;

How do the school district and the Farmington Police Department collaborate?

The Farmington school district and the Police Department have a strong collaborative partnership. Farmington has two School Resource Officers and a Youth Officer. The Superintendent and Chief of Police meet regularly to ensure best practices are implemented. Here are just some examples of the strong partnership that exists between FPS and the Farmington Police Department:

- Emergency Drills at each school are done in collaboration with the Farmington Police Department
- The Farmington Police Department works closely with school leaders are continuous improvement efforts related to safety and security.
- The Farmington Police Chief annually reviews safety and security measures in collaboration with school and district Administration.
- Police Officers have a visible presence at all schools.
- When law enforcement receives security updates, those updates are shared with the school district and adjustments are implemented so that the school district's practices reflect the most current safety and security practices.

After the Newtown tragedy, the school district and Police Department worked in collaboration to update safety and security measures. In addition, a more in depth review of safety and security occurred in the Spring of 2014 by an outside security expert, in collaboration with the Farmington Police Department. Funding to support the implementation of the security review recommendations were supported by Farmington's Board of Education and Town Council. In turn, Farmington is implementing the recommendations in phases, working closely with the Farmington Police Department.

BUDGET REDUCTION IMPACT:**Generally, what has been the impact of 2009-10, 2010-2011 and 2011-2012 budget reductions?**

Throughout the 2009-2011 school years, the Superintendent has shared the impact of 2009-2011 budget reductions. The most significant budget impacts are as follows:

As stated in the 2009-2011 budget Q & A, the reductions in FTE translate into program modifications or reductions throughout the school system. At FHS, in English, for example, tutorials were reduced due to the reduction in English staffing. In the areas of mathematics, science, world language and social studies, the high school administration reduced and/or modified course offerings, increased class sizes and modified teacher assignments. In world language at FHS, Latin was no longer offered. The Culinary Arts program was reduced by half, and offerings were reduced for students subsequently. As a result of these cuts, fewer electives were offered which reduced the number of credits for students in the senior year (from 6.0 to 5.5). Increased numbers of students were assigned to study halls due to lack of offerings.

The gifted and talented program was eliminated across the middle pathway. This service was previously provided by two teachers, each of whom received a release period from teaching to service this population of students. The reduction in math teaching and reading at IAR increased class size for some math and reading classes and fewer students received interventions in reading.

The reduction of a grade 5 teacher and a grade 6 teacher increased class sizes at WWUES by approximately 1-2 students per class. Larger class sizes limit teachers' ability to meet the range of needs of all students. The reduction in general music at WWUES eliminated general music from the program. Students may still study chorus, band and/or strings.

The elementary reductions in art, music and physical education required teachers to share positions across elementary schools, limiting their availability in the schools and creating scheduling problems for student lessons at West Woods, where several teachers share instrumental teaching responsibilities. The math specialist reduction modestly impacted services to the elementary schools.

Intramural "pay to participate" in grades 5-6 and 7-8 has resulted in a reduction in enrollment.

The reduction of late bus services at West Woods has reduced access to after school programs for a portion of the student population.

The elimination of Family and Consumer Science has led to the restructuring of the school' reporting calendar and program reduction in the wellness program for students.

The reduction of the music position at Irving Robbins Middle School has created scheduling problems for students at this school and at West Woods.

Given the final 2015-2016 budget allocation, what was accomplished?

- Reasonable elementary class sizes are maintained in all elementary schools
- Full day kindergarten is in place at all schools
- A CARE Team is established consisting of a school psychologist and a social worker who travel among all schools to provide diagnosis, intervention and support for students with specific needs

- A Literacy Specialist at IAR provides expert literacy coaching for teachers across the disciplines
- Latin III is being offered at the high school
- An elementary World Language Program is launched with Spanish in grades K and 1
- An Assistive Technology part time teacher is available to consult with classroom teachers to maximize access to rigorous curriculum for all learners
- New Capstone Courses are offered and greater numbers of students are challenging themselves to become self-directed learners through this engaging personalized pathway
- An additional cohort of AVID students are benefiting from the study skills and aspirational development training that are a part of the AVID curriculum
- English Language Learners are receiving tutorial support and instruction
- Cost effective technology devices allow students to acquire the skills of a 21st century learner
- Web resources and digital media engage students in inquiry learning
- Google APPs for Education create greater productivity and efficiency for teachers and students
- Integrated units, K-4, are aligned with CT Core State Standards and promote the integrated study of Science, Social Studies, Reading and Writing while students learn to solve problems and think critically
- FHS and IAR CONNECT is a robust advisory program focused on relationship building, academic and personal growth, and goal setting
- The Science curriculum includes more of an emphasis on engineering as one of the core practices in CT's Science Standards
- Because of high quality, job-embedded professional learning, and summer workshops and academies, teachers are designing instruction that is challenging, engaging, meaningful and responsive to student needs
- New furniture purchases have brought innovative learning environments to our students that promote collaboration and technology integration.
- Technology hardware, infrastructure, and systems have been greatly improved. Systems have been introduced or improved to aid in assessment and student-centered learning. Students now have direct access to technology within their classroom or learning environment. Additionally, the building blocks have been laid for technology solutions that extend the learning beyond the walls of the Farmington classroom. Farmington continues to build a strong, sustainable foundation for technology hardware and infrastructure, while improving access to technology for all learners.

SELF INSURANCE:

The self-insurance account has raised many questions. How does it work?

The Board of Education's health benefits are self-insured. The self-insurance concept was instituted in 1983-1984 in the insurance benefits areas of hospitalization, doctor, dental and prescription drug costs.

Self-insurance provides required employee benefits through a fund managed by the Board of Education. Instead of paying a premium (a set amount based on elected coverages) to an insurance company, self-insurance requires the Board to establish and adequately fund an insurance account which is used to pay medical expenses. Self-insurance requires the Board to accept responsibility to pay medical costs as claims occur. The benefit of self-insurance is that the control of the fund surpluses remains with the Board of Education and not with an insurance carrier. Another benefit of self-insurance is a savings of approximately \$138,376 because the BOE is exempt from a 2% surcharge that must be paid to private insurance carriers. While there is an inherent risk by being self-insured, savings accrue to the reserve account when actual claims are less than expected. Contrarily, if claims exceed what is budgeted, the BOE is still responsible to fund those costs. Therefore a reserve is maintained. These fund balances remain under the control of the BOE. To protect the BOE against a catastrophic cash loss in this account, special forms of insurance are purchased by the board (aggregate stop loss insurance of 125% of expected paid claims and individual stop loss coverage for individual claims over \$175,000 per person).

What is Aggregate Stop-Loss Insurance?

To protect the BOE against a catastrophic cash loss in this account, special forms of insurance are purchased by the board (aggregate stop-loss insurance of 125% of expected paid claims and individual stop-loss coverage for individual claims over \$175,000 per person).

Due to the number of recent catastrophic claims incurred by the district, this stop-loss is projected to impact future budgets. We are exploring possible ways to contain these costs. One example is our membership in a committee exploring a stop-loss captive.

GENERAL QUESTIONS:

Pupil transportation seems like a big expense. Why not ask parents to help pay for bussing students to school?

Under Connecticut law, "each local or regional board of education shall furnish, by transportation or otherwise, school accommodations" to resident children (C.G.S. 10-186 (a) and C.G.S. 10-220). Therefore school districts are required to provide transportation to resident children and cannot charge for this service.

Can we charge for programs such as Latin at FHS, Strings K-12?

No, we are unable to charge for these programs. Current music and language programs are considered curricular and, therefore, charging for them is inappropriate. Connecticut General Statute 10-16b requires prescribed courses of study that must be "planned, on-going and systematic." Intramural, interscholastic and varsity sports exist beyond the curriculum and are considered co-curricular.

What is Open Choice? How long has Farmington participated in Open Choice? What funding do we receive for Open Choice and how do we utilize the funding we receive?

The Farmington Public Schools has participated in the Open Choice program since 1966. Farmington is one of five school districts that are considered early participants in this program and the school district is proud of this 48 year tradition. In 1997, the program was modified in the state legislature to a wider statewide program as part of the Sheff settlement.

The Open Choice program provides interdistrict enrollment options for parents and students from large urban school systems and surrounding suburban districts on a space-available basis. The purpose of the program is to improve academic achievement; reduce racial, ethnic, and economic isolation; and provide a choice of educational programs.

Farmington utilizes the funds received from Open Choice to fund:

- Elementary Math Tutors
- District Math Coordinator
- Professional Development
- Curriculum Materials
- Pays for all CREC Magnet Tuitions (approx. \$260,000) as well as Special Education costs of Farmington residents attending magnet schools

Open Choice Financial Information:

1. Transportation costs are paid by the state.
2. The amounts below are given to districts based on the percentage of Open Choice students in relation to total student population in the district:
 - \$6,000 per OC student for districts who enroll greater than or equal to 3%
 - \$4,000 per OC student for districts who enroll greater than or equal to 2%
 - \$3,000 per OC student for districts who enroll less than 2%

In 2015-16, Farmington receives \$6,000 per Open Choice student. Farmington currently enrolls 132 Open Choice students. If an Open Choice student is enrolled in Pre-K or Kindergarten, the school district receives an additional \$4,500 for each Pre-K and Kindergarten student enrolled.

3. **Tiered Incentive:** Those districts that continue to increase their enrollment of Open Choice students in an effort to meet or exceed the 3% enrollment target as requested by the Commissioner of Education are eligible for the Tiered Incentive.
 - a. **\$50,000** if Open Choice student enrollment is greater than or equal to 2.1% and less than 2.7% of the district's enrollment; or

- b. **\$75,000** if Open Choice student enrollment is greater than or equal to 2.7% and less than 3% of the district's enrollment; or
- c. **\$115,000** if Open Choice student enrollment is greater than or equal to 3% of the district's enrollment.

In 2014-15, Farmington will receive a \$115,000 since just over 3% of the district's enrollment is comprised of Open Choice Students.

- **Bonus Set-Aside Grants:**
 - d. **Seat Declaration:** This funding is provided to districts that offer additional Open Choice seats to share in a bonus set-aside of up to \$500,000.
 - e. **Schools with 10 or more Choice students:** This funding is provided to any school with 10 or more enrolled Choice students to share in a bonus set aside of \$500,000
- **Academic and Social Support Grant; Per Pupil Award:** \$575 per student in grades K-5 & \$900 per student in grades 6-12 based on October 1 Open Choice enrollment. Adjustments will be made for additional enrollments as filed in the State's Public School Information System.

Do we take a pro-active approach to contain liability insurance costs?

In cooperation with the Town of Farmington, the district goes out to bid for liability insurance renewal on a tri-annual basis and there is one year remaining in the current agreement. The district has installed video cameras in the schools, and this is one example of an area that we would pro-actively demonstrate an attempt to lower our premiums. Annually, the district requests a playground audit to be completed by our insurance carrier. This audit shows any issues or concerns on our playgrounds which we pro-actively address to increase the safety of our students and lower the risk of claims.

Attachment A (updated 2015)

Technology: The Farmington Classroom

K-4

Teacher Workstation w/
DVD Capability and HDMI
Projector/SmartBoard
Document Camera
Shared Printer/Copier
Wireless Access
Chromebooks¹ (class set)

5-6

Teacher Workstation w/
DVD Capability and HDMI
Projector/SmartBoard
Document Camera
Shared Printer/Copier
Wireless Access
Chromebooks (class set)

7-8

Teacher Workstation w/
DVD Capability and HDMI
Projector/SmartBoard
Document Camera
Shared Printer/Copier
Wireless Access
Chromebooks (class set)

9-12

Teacher Workstation w/
DVD Capability and HDMI
Projector
Document Camera
Shared Printer/Copier
Wireless Access
Chromebooks²
Clock/Messaging System

- ¹- Chromebooks are currently deployed to grades 1-12. At Kindergarten and preschool, Chromebooks are available as well as iPads for more educationally appropriate applications.
- ²- Chromebooks in carts are deployed to classrooms throughout the high school based on curricular needs.

Attachment B

FARMINGTON PUBLIC SCHOOLS
COMPARATIVE DATA

YEAR	ENROLLMENT*	APPROPRIATION	INCREASE	PERCENT
2015-16	3976	\$60,391,209	\$2,154,749	3.70%
2014-15	3946	\$58,236,460	\$1,527,670	2.69%
2013-14	3959	\$56,547,790	\$1,085,090	1.96%
2012-13	4014	\$55,462,700	\$1,484,404	2.75%
2011-12	4009	\$53,978,296	\$2,487,104	4.83%
2010-11	4068	\$51,491,192	\$1,980,430	4.00%
2009-10	4108	\$49,510,762	\$941,156	1.94%
2008-09	4145	\$48,569,606	\$308,174	0.64%
2007-08	4166	\$48,261,432	\$1,676,887	3.60%
2006-07	4221	\$46,584,545	\$2,006,033	4.50%
2005-06	4257	\$44,578,512	\$2,602,512	6.20%
2004-05	4344	\$41,976,000	\$2,376,000	6.00%
2003-04	4278	\$39,600,000	\$915,914	2.37%
2002-03	4182	\$38,684,086	\$3,081,277	8.65%
2001-02	4152	\$35,602,809	\$2,095,435	6.25%
2000-01	4119	\$33,507,374	\$2,331,261	7.48%
1999-00	4117	\$31,176,113	\$2,012,306	6.90%
1998-99	4033	\$29,163,807	\$2,128,054	7.87%
1997-98	3887	\$27,035,753	\$1,750,976	6.93%
1996-97	3720	\$25,284,777	\$1,352,574	5.65%
1995-96	3572	\$23,932,203	\$605,500	2.60%
1994-95	3471	\$23,326,703	\$705,429	3.12%
1993-94	3344	\$22,621,274	\$1,299,992	6.10%

*Includes Special Education Out Placements

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	Budget	Grant	Budget	Grant	Budget	Grant	Budget	Grant	Budget	Grant
Social Worker	5.4	0.6	5.4	0.6	6.0	0.0	6.5	0.0	6.5	0.0
Psychologist	2.2	0.6	2.6	0.6	3.2	0.0	3.2	0.0	3.6	0.0
Speech	5.8	0.0	6.3	0.2	6.7	0.0	7.5	0.0	7.7	0.0
Elementary Resource	7.0	0.0	8.0	0.0	7.0	2.0	7.5	1.5	9.0	1.0
WWUES Resource	4.0	0.5	4.35	0.7	6.55	0.35	7.65	0.35	7.0	0.0
IAR Resource	5.0	0.0	5.0	0.0	5.0	1.0	5.0	1.0	5.45	1.35
FHS Resource	6.9	1.0	7.5	1.0	7.5	0.0	9.5	0.0	11.0	0.0
Preschool	2.0	0.0	2.0	1.0	3.0	0.0	3.0	0.0	2.0	0.0
Alt School	0.0	0.5	0.0	0.5	0.5	0.0	0.5	0.0	0.5	0.0
Townwide	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.5	0.0
Total	38.3	3.70	41.15	3.35	44.15	5.55	50.35	3.35	55.25	2.35

* In 2009-10 and 2010-11, ARRA funds were available and were used to hire 2.2 FTE Special Ed Faculty (.2 PreK-Speech / 1.0 WWUES / 1.0 PreK)

Social Worker	0.0	0.0	0.0	0.6	0.0	0.0	0.5 ED Pgm	0.0	0.0	0.0
Psychologist	0.4	FHS / IAR	0.0	0.6	0.0	0.0	0.0	0.4	0.0	0.4
Speech	0.5	0.0	0.0	0.0	0.40	addl SLC	0.0	0.0	0.2	0.0
Elementary Resource	1.0	EF / NW	0.0	-2.0	1.00	addl SLC	0.0	0.0	1.5	EF
WWUES Resource	0.35	0.0	1.0	1.3	0.00	0.0	1.0	-0.7	0.0	0.0
IAR Resource	0.0	0.0	0.0	0.0	0.00	0.0	0.0	0.3	0.2	0.0
FHS Resource	0.6	0.0	0.0	1.0	-1.00	elim pgm	1.0	1.7	-0.2	0.0
Preschool	0.0	0.0	0.0	0.0	1.00	added PreK	0.0	-0.3	-0.7	0.0
Alt School	0.0	0.0	0.0	0.5	0.00	0.0	0.0	0.0	0.0	0.0
Townwide	2.85	0.0	1.0	2.0	0.00	1.9	2.9	0.0	2.5	Mental Health / BCBA
									3.5	19.85

A Different Enrollment Story in Farmington

Year	Projection	Actual on 10/1	Unanticipated Enrollment Increases (After Budget Approval)	Unassigned Teachers in Budget	Teachers Not Deployed in Budget (Per Revised Class Size Policy)	Additional Teachers Added Above Budget Level Due to Unanticipated Enrollment Increases
2014-2015	3,880	3,946	+66 Students	2.0 FTE		+2.0 FTE
2015-2016	3,863	3,976	+102 Students	3.0 FTE		+2.0 FTE
2016-2017	3,948 <u>*4,069</u>	TBD	TBD		3.0 FTE	TBD

*Peter Prowda's March, 2016 DRAFT Farmington Enrollment Projection Report:
 Potential for 121 Additional Students Not Budgeted for in the 2016-2017 Approved Board of Education's Budget

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

Source	Summary	# of Mandates
C.G.S. § 10-4a	<ul style="list-style-type: none"> Finance at a reasonable level (at least equal to the minimum budget requirement) a suitable educational program; Provide educational opportunities for students to interact with students and teachers from other racial, ethnic, and economic backgrounds to reduce racial, ethnic and economic isolation; Implement the mandates of the State. 	3
C.G.S. § 10-4b	Develop action plan in response to any finding by the State Board of Education of a failure to implement the educational interests of the State.	1
C.G.S. § 10-10a	Participate in a state-wide data system by collecting and reporting data requested by the State Department of Education.	1
C.G.S. § 10-10b	Ensure that each student's official documents include a state-assigned student identifier.	1
C.G.S. § 10-10c	Mandated reporters in the school setting are "a school employee as defined in [Conn. Gen. Stat.] Section 53a-63."	1
C.G.S. § 10-14a	<ul style="list-style-type: none"> Comply with state standardized testing mandates; Certify student records and student transcripts when both grade scores on statewide examinations exceed goal level. 	2
C.G.S. § 10-14i	Assess students in kindergarten to grade three to identify students who are below proficiency in reading.	1
C.G.S. § 10-15b	<ul style="list-style-type: none"> Simultaneously provide a parent/guardian with whom the student does not primarily reside all school notices that are provided to the parent/guardian with whom the student primarily resides. Under certain circumstances, make records available to a court in response to a subpoena. Permit children who reach the age of five on or before the first day of January of any school year to enroll. Ensure that each child has an equal opportunity to participate in the activities, programs and courses of study offered in the public schools, without discrimination on account of race, color, sex, gender identity or expression, religion, national origin or sexual orientation. 	2
C.G.S. § 10-15c	Remove barriers to educational success experienced by children of military families because of frequent moves and the deployment of their parents.	1
C.G.S. § 10-15f	Provide an educational program each school year that includes at least 180 school days and 900 hours of instruction (on weekdays only).	1
C.G.S. § 10-16	Provide interested students and teachers an opportunity at the start of each school day to observe a period of silent meditation.	1
C.G.S. § 10-16a	<ul style="list-style-type: none"> Offer the following courses: the arts; career education; consumer education; health and safety (including, but not limited to, human growth and development), nutrition, first aid, disease prevention, community and consumer health, physical, mental and emotional health (including youth suicide prevention), substance abuse prevention, safety (which may include the dangers of gang membership and accident prevention); language arts, (including reading, writing, grammar, speaking and spelling); mathematics; physical education; science; social studies (including, but not limited to, citizenship, economics, geography, government and history); Offer, on at least the secondary level, one or more world languages (including American Sign Language) and vocational education. Grant exemptions, upon request from a parent, to any world language requirement for any student who has been identified as deaf or hearing impaired. Attest to the State Board of Education that at least the minimum required program of instruction is being offered and that such program of instruction is planned, ongoing and systematic. 	4
C.G.S. § 10-16e	Grant exemptions, upon request from a parent, from any family life education instruction.	1
C.G.S. § 10-16i	Establish graduation date no earlier than the 185th day of the school year (or, if setting the date after April 1, the 180th day of the school year).	1
C.G.S. § 10-16q	Each school readiness program must include, among other things, a plan for the incorporation of appropriate preliteracy practices and teacher training in such practices and a plan for professional development for staff, including, but not limited to, training (A) in preliteracy skills development, and (B) designed to assure respect for racial and ethnic diversity.	1
C.G.S. § 10-17	Provide all instruction, except instruction to ELL students, in English.	1

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

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

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

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

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

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

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

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

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

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C.G.S. § 10-212a	<p>Each local and regional board of education that allows a school nurse or, in the absence of such nurse, other individuals listed in the statute to administer medication, must adopt written policies and procedures, in accordance with this section and the regulations adopted pursuant to subsection (c) of this section, that shall be approved by the school medical advisor, if any, or other qualified licensed physician.</p> <p>Once so approved, such administration of medication must be in accordance with such policies and procedures.</p> <p>Each school wherein any controlled drug is administered under the provisions of this section must keep such records thereof as are required of hospitals under the provisions of subsections (f) and (h) of section 21a-234 and must store such drug in such manner as the Commissioner of Consumer Protection shall, by regulation, require.</p> <p>A school nurse or, in the absence of a school nurse, a qualified school employee shall maintain epinephrine in cartridge injectors for the purpose of emergency first aid to students who experience allergic reactions and do not have a prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of epinephrine. A school nurse or a school principal shall select qualified school employees to administer such epinephrine under this subdivision, and there shall be at least one such qualified school employee on the grounds of the school during regular school hours in the absence of a school nurse. No qualified school employee shall administer such epinephrine under this subdivision unless such qualified school employee annually completes the training program described in section 10-212g.</p> <p>With the written authorization of a student's parent or guardian, and pursuant to a written order of the student's physician licensed under chapter 370, a school nurse or a school principal must select, and a school nurse must provide general supervision to, a qualified school employee to administer medication with injectable equipment used to administer glucose to a student with diabetes that may require prompt treatment in order to protect the student against serious harm or death. Such authorization shall be limited to situations when the school nurse is absent or unavailable. No qualified school employee shall administer medication under this subsection unless (A) such qualified school employee annually completes any training required by the school nurse and school medical advisor, if any, in the administration of medication with injectable equipment used to administer glucose, (B) the school nurse and school medical advisor, if any, have attested, in writing, that such qualified school employee has completed such training, and (C) such qualified school employee voluntarily agrees to serve as a qualified school employee.</p> <p>With the written authorization of a student's parent or guardian, and pursuant to the written order of a physician licensed under chapter 370, a school nurse and a school medical advisor, if any, must select, and a school nurse must provide general supervision to, a qualified school employee to administer antiepileptic medication, including by rectal syringe, to a specific student with a medically diagnosed epileptic condition that requires prompt treatment in accordance with the student's individual seizure action plan. Such authorization shall be limited to situations when the school nurse is absent or unavailable. No qualified school employee shall administer medication under this subsection unless (i) such qualified school employee annually completes the training program described in subdivision (2) of this subsection, (ii) the school nurse and school medical advisor, if any, have attested, in writing, that such qualified school employee has completed such training, (iii) such qualified school employee receives monthly reviews by the school nurse to confirm such qualified school employee's competency to administer antiepileptic medication under this subsection, and (iv) such qualified school employee voluntarily agrees to serve as a qualified school employee.</p>	6
C.G.S. § 10-212b	Adopt and implement policies (the requirements of which are set forth by statute) prohibiting any school personnel from recommending the use of psychotropic drugs for any child.	1

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Source	Summary	# of Mandates
C.G.S. § 19c-342	Smoking must be prohibited within a public school building while school is in session or student activities are being conducted. NB: Federal law requires that smoking be prohibited in school facilities at all times.	1
C.G.S. § 29-292	School buildings must be equipped with carbon monoxide detection and warning equipment.	1
C.G.S. § 29-315	Schools must have on each floor an automatic fire extinguishing system approved by the State Fire Marshal.	1
C.G.S. § 31-51r	Provide employee who are parties to a civil union and have worked for the political subdivision for at least 12 months and 1,250 hours during the past 12 months with the same FMLA benefits that federal law provides to parties to a marriage.	1
C.G.S. § 46a-130 et seq.	Comply with detailed requirements regulating the use of restraint and seclusion.	1
Regs. Conn. State. Ag. § 10-76d-15	Provide a process/forms for parents to request homebound instruction (i.e., instruction that must be provided to students when they are unable to attend school for a verified medical reason) for their child.	1
Regs. Conn. State. Ag. § 10-76d-19	<ul style="list-style-type: none"> Operators of vehicles must be given in-service training as is necessary to acquaint them with the specific needs of the children being transported and to equip them to meet those needs. Operator of vehicles shall meet the licensure requirements of the department of motor vehicles. 	2
Regs. Conn. State. Ag. § 10-145d-423	To retain a coaching permit, a coach must participate in at least fifteen clock hours of approved training every five years.	1
Regs. Conn. State. Ag. § 10-214a-3	<ul style="list-style-type: none"> Regulate the use of appropriate eye protective devices in each laboratory and workshop by any person in such areas during any activity tending damage to the eyes. Enforce rules and the regulations in sections 10-214a-1 to 10-214a-3. Provide safety instructions in eye safety practices and the use of eye safety devices appropriate to the activity engaged in. Post warnings and instructions in laboratories and workshops which include the list of hazards and protection required set forth in section 10-214a-1. Make and enforce rules for the maintenance of all eye protective devices in clean, safe condition. Replace any protector which becomes brittle to the skin. 	6
34 C.F.R. § 300.623	All persons collecting or using personally identifiable information must receive training or instruction regarding the State's policies and procedures under § 300.123 and 34 CFR part 99.	1
40 C.F.R. § 763.93(e)(4)	Create, maintain, and update asbestos management plans and notify parent and employee organizations each year that these plans are available.	1
29 C.F.R. 1910.1030	<ul style="list-style-type: none"> Provide training to all school employees with occupational exposure to blood or other potentially infectious materials at the time of initial assignment to tasks where occupational exposure may take place and at least annually thereafter, at no cost to the employee and during working hours. institute a training program and ensure employee participation in the program. The training program must contain, at a minimum, certain elements specified by statute. 	2

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

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