

OFFICE OF FISCAL ANALYSIS

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HB-7009

AN ACT CONCERNING THE ESTABLISHMENT OF THE CONNECTICUT STATE SEAL OF CIVICS EDUCATION AND ENGAGEMENT.

AMENDMENT

LCO No.: 7787

File Copy No.: 317

House Calendar No.: 219

OFA Fiscal Note

State Impact:

Agency Affected	Fund-Effect	FY 26 \$	FY 27 \$
Education, Dept.	GF - Cost	See Below	See Below
Department of Developmental Services	GF - Cost	None	See Below
Correction, Dept.	GF - Potential Savings	None	See Below
Judicial Department	GF - Potential Savings	None	See Below
Children & Families, Dept.	GF - Potential Savings	None	Less than 200,000

Note: GF=General Fund

Municipal Impact:

Municipalities	Effect	FY 26 \$	FY 27 \$
Local and Regional School Districts	STATE MANDATE ¹ - Cost	None	Minimal
Madison	Revenue Gain	See Below	See Below

¹ State mandate is defined in Sec. 2-32b(2) of the Connecticut General Statutes, "state mandate" means any state initiated constitutional, statutory or executive action that requires a local government to establish, expand or modify its activities in such a way as to necessitate additional expenditures from local revenues.

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Reviewer: JS

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(SM)

Local and Regional School Districts	Potential Savings	See Below	See Below
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Explanation

The amendment strikes the underlying bill and its associated fiscal impact resulting in the following impacts, described by section below.

Sections 1 - 2 have no fiscal impact. They require the State Department of Education (SDE) to establish criteria by which the Connecticut State Seal of Civics Education and Engagement may be affixed to a graduating student's diploma. There is no cost associated with establishing criteria or affixing the Connecticut State Seal of Civics Education and Engagement to high school diplomas, since SDE has staff with expertise in this area, and the change is procedural in nature.

Sections 3 - 4 have no fiscal impact. They expand the data SDE is required to share in the statewide public school information system (EdSight). It also expands the multilingual learner bill of rights to include the right to access publicly available education data. These changes do not impact the cost to SDE of its data gathering or reporting responsibilities.

Section 5 has no fiscal impact. It requires local and regional school districts to adopt a technology policy using existing guidance from SDE by FY 27. It is anticipated they can meet this requirement with existing resources.

Section 6 has no fiscal impact. It requires SDE to make Islamic and Arab Studies curriculum available to school districts. It is anticipated that SDE can meet these requirements with existing resources.

Section 7 establishes a working group to address antisemitism in schools, resulting in no fiscal impact to the state because the working group has the expertise to carry out the bill's requirements.

Section 8 results in a potential savings to local and regional school districts starting in FY 27. The section makes it optional, rather than

required, for districts to consider admitting students to kindergarten who turn five after September 1. The savings is dependent on whether districts choose to opt out and the number of children who otherwise would have been admitted.

Sections 9 – 15 end a student's eligibility for special education on the day they turn 22, rather than at the end of the year in which they turn 22. This results in potential savings to local and regional districts, the Department of Correction (Unified School District #1), and the Judicial Department beginning in FY 27. The savings may be significant for some districts, depending on the number of students who turn 22 during the school year and the cost of their services.

In Section 9, redefining "child" for special education purposes will result in a potential savings of less than \$200,000 annually for the Department of Children and Families (DCF), beginning in FY 27. The agency will no longer be mandated to pay for special education costs of DCF-placed students over age 22 that lack a legal nexus to a local education authority. Actual savings in any given fiscal year would depend on: (1) the number of such students; (2) the number of school days from each student's 22nd birthday until the termination of placement or the end of the school year, whichever occurs first; and (3) the applicable per diem special education rate. These savings would be mitigated should the agency continue to support these costs on a discretionary basis.

Section 10 results in a cost to the Department of Developmental Services (DDS) beginning in FY 27 related to ending a student's eligibility for special education services in the school system upon the date of their 22nd birthday as opposed to the end of the school year in which they turn 22. The total cost will be dependent upon the number of children who age out of special education in their school district and transition to adult services within DDS before the end of the school year. The number of children and duration of services are not known at this time.

Sections 16 – 18 delay potential costs incurred by certain local and

regional school districts. The sections delay, until July 1, 2029, any action that the State Board of Education (SBE) or a local or regional school district is required to take when SBE has found that racial imbalance exists in such district. This correspondingly delays, until FY 30, any costs a district would incur in order to comply with such laws.

Sections 19 – 23 make various clarifying and procedural changes, which have no fiscal impact.

Section 24 changes the potential uses of regional school districts' reserve funds. It allows districts to move funds previously appropriated to and currently in a reserve fund for capital and nonrecurring expenditures, to a reserve fund for educational expenditures starting in FY 26.

Sections 25 – 26 make various clarifying and procedural changes, which have no fiscal impact.

Section 27 makes Madison eligible to participate in the Open Choice Program, beginning with the 2025-2026 school year. This results in a cost to the state and a corresponding revenue gain to Madison of \$3,000 per student annually starting in FY 26. The total impact will depend on the number of students that participate in the Open Choice Program in Madison.

Sections 28 – 32 make various clarifying and procedural changes, which have no fiscal impact.

Sections 33 – 34 make technical changes, which have no fiscal impact.

Section 35 alters the timeframe in which indoor air quality inspections must occur to begin in FY 23. School districts may incur a savings if they have had a uniform inspection and evaluation since FY 23 because they will not have to have another inspection during the previously prescribed timeframe (FY 27 through FY 31).

Section 36 has no fiscal impact. It requires the Center for School Safety and Crisis Prevention at Western Connecticut State University to

develop standard guidance, terminology and evaluation protocols for crisis response drills in schools and to conduct a study concerning the impact of crisis response drills on school communities. It is anticipated that the Center can complete these responsibilities with existing resources.

Section 37 makes a conforming change which has no fiscal impact.

Section 38 requires local and regional school districts to implement certain provisions relating to crisis response drills beginning in FY 27, including providing communication regarding crisis response drills in a recipient's native language. The cost to school districts is expected to be minimal but will depend on the number of native languages and the complexity of the communication being translated.

Section 39 has no fiscal impact. It requires school districts to make non-prohibited portions of the school security and safety plan available to the school community. It is anticipated they can meet this requirement with existing resources.

Section 40 repeals the requirement for districts to report certain information to the Commission for Educational Technology which has no fiscal impact.

The preceding Fiscal Impact statement is prepared for the benefit of the members of the General Assembly, solely for the purposes of information, summarization and explanation and does not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.