

OFFICE OF FISCAL ANALYSIS

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sHB-5323

AN ACT CONCERNING VARIOUS REVISIONS TO THE EDUCATION STATUTES.

As Amended by House "A" (LCO 4856)

House Calendar No.: 266

Senate Calendar No.: 468

OFA Fiscal Note

State Impact:

Agency Affected	Fund-Effect	FY 27 \$	FY 28 \$
Education, Dept.	GF - Cost	None	See Below
Education, Dept.	GF - Potential Cost	None	See Below

Note: GF=General Fund

Municipal Impact:

Municipalities	Effect	FY 27 \$	FY 28 \$
Various Local and Regional School Districts	Revenue Gain	None	See Below
Various Regional Education Service Centers (RESCs)	Revenue Gain	None	See Below

Explanation

The bill makes various changes to education statutes, resulting in the fiscal impacts described by section below.

Section 1 has no fiscal impact. It allows retired parole officers who meet specific conditions to provide armed security services in public schools and is not expected to change security costs incurred by school districts or municipalities.

Section 2 requires the Connecticut Advisory Council for School Administrator Professional Standards to: (1) create a plan by July 1,

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2027 for implementing a pilot program for a new school administrator mentorship program; and (2) implement the pilot program in school districts in FY 28. This results in a potential cost in FY 28 to the State Department of Education (SDE) that is dependent on the provisions of the pilot program upon implementation.

Section 3 has no fiscal impact. It prohibits school districts from setting higher academic standards than those set by the Connecticut Association of Schools and the Connecticut Interscholastic Athletic Conference (CIAC) for high school students to be eligible to participate in interscholastic athletics.

Section 4 requires SDE to establish a grant program for schools to provide therapeutic arts programs beginning in FY 28. The cost to SDE, and corresponding revenue to school districts and Regional Educational Service Centers (RESCs), depends on the funding provided and provisions of the grant program. When awarding grants, SDE is required to give priority to districts and RESCs that have a high rate of exclusionary discipline and lack access to behavioral health supports.

Section 5 has no fiscal impact. It allows the Bridgeport Military Academy to operate in the Fairchild Wheeler Interdistrict Magnet Campus while a permanent facility is constructed.

Section 6 has no fiscal impact. It extends the effective date from FY 27 to FY 29 for repealing various statutes.

Section 7 requires SDE to establish an incentive program for school districts that implement various practices related to testing, beginning in FY 28. This results in a potential cost to SDE dependent on funding and the incentives provided.

Sections 8 - 10 have no fiscal impact. They: (1) require SDE to develop guidance related to assessments; (2) allow SDE to submit a waiver to the U.S. Department of Education to modify the state's high school accountability model; and (3) require SDE to redesign the high school mathematics pathways and take related steps. It is anticipated

SDE can complete the requirements with existing resources.

Sections 11 - 13 have no fiscal impact. They expand various requirements related to hiring employees who would have direct contact with students which are not expected to impact existing costs to school districts or SDE associated with hiring decisions.

House "A" eliminates the original bill and its associated fiscal impact, and results in the impact described above.

The Out Years

The annualized ongoing fiscal impact identified above would continue into the future subject to funding for the: (1) pilot program for school administrator mentorships; (2) therapeutic arts program grant; and (3) incentive program to reduce testing.

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.