



**Connecticut Association of Boards of Education, Inc.**

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**Testimony  
Submitted to the  
Education Committee  
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**HB 5350 AN ACT CONCERNING ACHIEVING UNIVERSAL LITERACY BY GRADE 3  
HB 5352 AN ACT CONCERNING STUDENT-CENTERED LEARNING  
HB 5354 AN ACT CONCERNING ATHLETIC DIRECTORS AND INCORPORATING PHYSICAL ACTIVITY  
INTO THE SCHOOL DAY  
HB 5357 AN ACT CONCERNING A DEAF CHILD BILL OF RIGHTS  
SB 300 AN ACT CONCERNING EARLY CHILDHOOD EDUCATION  
HB 5348 AN ACT CONCERNING SCHOOL NURSES AND SCHOOL MEDICAL ADVISORS**

The Connecticut Association of Boards of Education appreciates the opportunity to offer our comments on several of the bills before you today.

CABE opposes those bills which would incorporate additional items into the required public school curriculum, including HB 5349, An Act Concerning the Inclusion of CPR and AED Training in the Public School Curriculum, SB 304, An Act Concerning the Inclusion of Labor History in the Public School Curriculum, and SB 305, An Act Concerning the Inclusion of Personal Financial Management in the Public School Curriculum.

School districts are already immersed in their plans to implement both the new secondary school graduation requirements as well as the Common Core state standards. It is simply not the time to create additional specific curriculum mandates that are not focused on the critical core areas where we expect our students to achieve. Every additional new curriculum mandate will take time away from other subjects – and there is only so much time in the school day and school year. We urge you to reject all of these proposals.

CABE strongly supports the goal of universal literacy by grade 3 outlined in HB 5350, An Act Concerning Achieving Universal Literacy by Grade 3. It will be imperative, however, that resources be made available at the State Department of Education and at the local level for the successful implementation of the extensive provisions of this bill.

CABE supports HB 5352, An Act Concerning Student-Centered Learning, which would establish a pilot program to promote the personalization of learning, as well as enable boards of education to utilize a competency assessment to award high school graduation credit. Both of these proposals are targeted to better address individual student learning needs, and begin to address the goal of learning being the constant outcome for all students, as opposed to time.

CABE opposes the provision of HB 5354, An Act Concerning Athletic Directors and Incorporating Physical Activity into the School Day, which would require a “period of physical exercise of not less than 20 minutes” for students enrolled in grades K to 5. Many educators have found that more frequent short breaks for their students is more effective in helping students remain focused, particularly in the early grades. We urge you to continue to allow educators the flexibility to best meet the physical and academic needs of their students.

CABE opposes HB 5357, An Act Concerning a Deaf Child Bill of Rights. There are already ample protections in the state and federal special education laws and regulations that address students with special needs. There is no need to establish additional specific requirements for the individualized education program for children identified as deaf or hearing impaired.

CABE strongly supports SB 300, An Act Concerning Early Childhood Education, which provides for a phase in to the goal of universal access to quality preschool programs for children 3 and 4 years of age. Access to a quality preschool program for all needy children is a critical component of closing the achievement gap.

CABE is concerned that the provisions of HB 5348, An Act Concerning School Nurses and School Medical Advisors which significantly expands the duties of school medical advisors will increase the cost to districts, without evidence of a corresponding benefit.

We appreciate your attention to these issues.