



THE CONNECTICUT ASSOCIATION OF SCHOOLS

TESTIMONY OF THE CONNECTICUT ASSOCIATION OF SCHOOLS BEFORE THE LEGISLATURE’S EDUCATION COMMITTEE

Friday, February 22, 2019

11:00 AM, ROOM 2E, LEGISLATIVE OFFICE BUILDING

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Glenn Lungarini

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- National Association of Elementary School Principals
- National Association of Secondary School Principals
- National Federation of State High School Associations
- New England Association of Schools and Colleges
- New England League of Middle Schools

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RE: H.B. No. 7110 AN ACT CONCERNING ENHANCED CLASSROOM SAFETY AND SCHOOL CLIMATE.

H.B. No. 7111 AN ACT CONCERNING REVISIONS TO THE COMPREHENSIVE SCHOOL HEALTH EDUCATION CURRICULUM AND THE INCLUSION OF THE DANGERS OF VAPING IN THE PUBLIC SCHOOL CURRICULUM.

S.B. No. 851 AN ACT PROHIBITING THE DISAGGREGATION OF STUDENT DATA BY ETHNIC SUBGROUPS IN THE PUBLIC SCHOOL INFORMATION SYSTEM.

H.B. No. 7113 AN ACT CONCERNING EDUCATION ISSUES.

S.B. No. 850 AN ACT CONCERNING PUBLIC SCHOOLS.

S.B. No. 852 AN ACT CONCERNING THE INCLUSION OF PERSONAL FINANCIAL MANAGEMENT IN THE PUBLIC SCHOOL CURRICULUM AND THE ESTABLISHMENT OF A PERSONAL FINANCIAL MANAGEMENT PILOT PROGRAM.

Good afternoon members of the Education Committee. My name is Glenn Lungarini. I am the Executive Director of the CT Association of Schools - CT Interscholastic Athletic Conference (“CAS-CIAC”). CAS-CIAC represents approximately 1,000 public and parochial elementary, middle and high schools in Connecticut.

We support a wide range of activities both academic and athletic. The CIAC is the governing body for interscholastic athletics. CAS-CIAC advocates for the best interests of schools, students, faculty and administrators in providing exceptional, education-based experiences.

HB 7110: CAS-CIAC cannot support **HB 7110** as presented. We recognize the authors willingness to collaborate on the issue this bill seeks to address and commend them for reflecting raised concerns in modified language. However, as presented, **HB 7110** is not a student-centered Bill and does little to address disruptive student behavior.

The definition of disruptive or injurious behavior is vague, consisting of several examples which may or may not apply depending on the context of the event. The one size fits all model suggested to identify the process an administrator will use to investigate such incidents fails to account for the unique characteristics each child and event contains. In addition, this Bill emphasizes the removal of a child from the classroom as well as the unilateral authority of a single teacher to challenge the appropriateness of return to class strategies and interventions before their effectiveness can be evaluated. This language invites conflict within a school from a Bill seeking to enhance classroom safety and school climate. This potential for conflict is recognized within the Bill’s language as there are multiple sections which address retaliation against a teacher. Furthermore, the requirement of monthly information presented to a Board of Education could result in identifiable student information being shared (particularly in small districts), conflict between school and community members about why interventions or resolution strategies may differ without the ability to provide decision-making details, and diminishing school climate, which this Bill seeks to enhance.

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The timelines mandated within **HB 7110** for meetings between administration, teachers, and parents are optimal, however, not realistic. Particularly in elementary schools where there is only one administrator, adherence to these timelines would result in neglecting the needs of other students and staff.

Therefore, CAS-CIAC opposes **HB 7110** as we believe it is teacher driven and not student-centered, presents unrealistic timeline requirements, invites conflict within the school and community, and will diminish school climate.

HB 7111: CAS-CIAC supports **HB 7111**. Vaping has become one of this biggest trends and challenges among teenage students. Inclusion of the dangers associated with vaping in educating Connecticut students on healthy choices is essential.

HB 851: CAS-CIAC supports **HB 851**. The suggested language protects ethnic subgroups in the disaggregation of student data.

HB 7113: CAS-CIAC supports a study relating to education issues in the state.

SB 850: CAS-CIAC supports a study related to issues affecting public schools in the state.

SB 852: CAS-CIAC does not support the mandated inclusion of personal finance within public school curriculum. Current curriculum requirements already restrict the scheduling of elective courses for students, especially at the high school level. Adding further curriculum requirements would negatively impact the already stressed, finite nature, of students' schedules.

Thank you for allowing me the opportunity to provide this testimony.

Sincerely,



Glenn Lungarini
Executive Director