

2022 Proposed Resolutions

Title: **II.1 CREATING EDUCATIONAL EXCELLENCE THROUGH ECONOMIC, RACIAL AND ETHNIC INTEGRATION**

Belief: CABE believes that each child must have equal access to effective free, public education and to the services of well-educated and skillful teachers. Boards of education, working with state and local leaders and community members, can play a key role in ending systemic racism.

CABE supports efforts by the State of Connecticut:

1. to address and solve the issues of social and economic isolation in the areas of housing, transportation, employment, access to health care and social services; and
2. to make the necessary funding available to urban, suburban and rural school districts across the state to develop and sustain:
 - a. **COMMUNITY CONVERSATIONS TO BUILD PARTNERSHIPS, UNDERSTANDING AND BROADEN SUPPORT FOR DIVERSITY, EQUITY AND INCLUSION INITIATIVES.**
 - b. integrated educational programs and exchanges that create educational excellence; and
 - c. infrastructure that supports safe and healthy environments for learning.
3. to promote the development of academic pathways, instructional activities, extracurricular opportunities, and field experiences that provide a richer awareness of culture and racial diversity, including but not limited to:
 - a. review of curriculum in grades K-12 through the lens of multicultural and diverse perspectives.
 - b. the elimination of Indigenous Americans as mascots.

CABE urges all boards of education:

1. to affirm that all children can learn and accept the challenge to educate each child to his/her fullest potential;
2. to enter into interdistrict partnerships which create integrated educational excellence and promote social, cultural, ethnic and racial exchange and interaction among diverse groups;
3. to facilitate culturally responsive teaching and supervision that promotes understanding of and respect for the many diverse cultures which strengthen our democratic society;
4. to continue their efforts to increase the recruitment of qualified individuals who reflect this state's diversity to the teaching profession and administration;
5. to make parents as well as the greater community full partners in the education of all children; and
6. to recognize their critical role in creating policies, providing training, and maintaining oversight to ensure that students have equal educational opportunities and are treated equitably as provided by the laws of the State of Connecticut, including but not limited to, §10-15c and §46a-58, regardless of gender, race, color, creed, religion, alienage, sexual orientation, gender identity or gender expression.

From an existing resolution/The Government Relations Committee recommends adoption.

Explanation

of change: In first paragraph #2, (a.) was added to address the need to build community support for diversity, equity and inclusion initiatives.

Submitted by: The Resolutions Committee

Title: II.2 21st CENTURY SKILLS

Issue: The need to prepare students for the global workplace.

Resolution: CABE urges the state and federal government to support programs and research that focus on problem-solving, creativity, critical thinking, and other high-level 21st century skills that are important for success in a global workplace. The state and federal government should support school district capacity to provide the technology and tools necessary to foster innovative learning practices, instructional methods and a mastery-based grading system that bridges school and real-world experiences, provide for greater personalization of education, and prepare students for college and/or career.

[CABE urges the General Assembly to form a Competency-Based Learning Committee comprised of sitting superintendents, teachers, school board members and Deans of Institutions of Higher Education to develop a PreK-20 mastery-based learning system that includes competency-based education models to permit students to progress academically and that are not explicitly tied to a fixed amount of seat-time as required under the Carnegie Unit system.]

From an existing resolution/The Government Relations Committee recommends adoption.

Explanation

of change: Propose deletion of last paragraph. Changes to learning models with online and remote learning will continue to be a higher priority.

Title: II.3 [ONLINE] REMOTE LEARNING

Issue: The need for a comprehensive online learning platform.

Resolution: CABE urges the General Assembly to require the State Department of Education develop a vetted, comprehensive [online] **REMOTE** learning platform [for students and districts], offer the platform and courses contained therein at reasonable cost to districts, and provide training to district personnel to facilitate and assess student learning via said platform.

From an existing resolution/The Government Relations Committee recommends adoption.

Explanation

of change: Updated to reflect current terminology.

Title: II.4 SCHOOL CLIMATE, CULTURE, SAFETY AND SECURITY

Issue: The need to address school climate, culture, safety and security in a comprehensive manner.

Resolution: CABE urges all school boards:

1. To address the influence of violence affecting children through school board policies, parent education programs, peer mediation, student assistance teams, and the school district cur-

- riculum to maintain an environment that fosters learning and growth.
2. To develop, review and maintain safety plans that address prevention, preparedness, mitigation and emergency response and recovery.
 3. To address environmental, health and safety risks, as well as potential security breaches in coordination with appropriate local, state and federal agencies.

CABE urges the state and federal government to provide greater and sustained resources for locally determined programs that are critical to school safety, including emergency preparedness and response training, school resource officers, school counseling, and inter agency coordination.

CABE urges greater and sustained resources that expand access to mental health services and support comprehensive wraparound services to schools that include a range of community resources to address safety and intervention.

[CABE also urges the General Assembly to direct the State Department of Education to develop resources for teachers dealing with students that have experienced trauma.]

From an existing resolution/The Government Relations Committee recommends adoption.

Explanation

of change: Recommend deletion of last paragraph- materials have been developed for teachers and addressing trauma remains an ongoing issue.

Title: II.5 STUDENT ACHIEVEMENT AND ASSESSMENT

Issue: The need to use student tests as teaching tools and as part of the district's instructional program and to assure local school board involvement in assessment, accuracy and relevancy of data used to assess the condition of education in the State of Connecticut.

Resolution:

1. [CABE urges boards of education to provide strong leadership to raise student achievement, and to create a school climate that fosters academic and personal development.]
1. CABE urges boards of education to affirm their commitment to the improvement of student learning and inform district staff, students, parents, and the community about **RAISING** student achievement and to:
 - Openly evaluate data on student achievement indicators;
 - Review/revise district goals to focus on [student progress] **ACADEMIC AND PERSONAL DEVELOPMENT**;
 - Strive to find methods to remove barriers to learning; and
 - [Promote an] **CREATE A SCHOOL CLIMATE THAT FOSTERS AN** excitement for learning.
2. CABE urges boards of education, the State Board of Education and the General Assembly to recognize the broad range of attributes that contribute to student success, including but not limited to academic achievement, critical thinking, community service and integrity.
3. CABE urges the state and federal government to provide on-going funding resources and technical assistance **IN A TIMELY MANNER** to districts to evaluate assessment data

- and allow greater use of data-driven decision making in the adjustment of curriculum, instructional practice, and provide high quality professional development.
4. CAFE urges the General Assembly to create and fund a system designed to share successful curricula and/or programs enhancing student achievement among school districts using the State Department of Education and Regional Education Service Centers.
 5. CAFE supports efforts to improve student assessment programs that enhance individual student achievement and are part of a planned program for meeting educational objectives. CAFE is opposed to a federal testing program.
 6. CAFE urges the State Department of Education to provide boards of education with explanatory and instructional materials one full year prior to implementing any new or revised statewide assessments.
 7. CAFE urges the State Department of Education to increase support and funding for educational programs supporting **the** arts.
 8. [CAFE urges the State Department of Education to provide assessment data and educational program evaluations in a timely manner to allow local districts to modify instructional programs to effect change that the assessment data pertains to.]
 8. CAFE calls on the Governor, General Assembly and State Board of Education and administrators to reexamine public school accountability systems in this state, and to develop a **MULTI-FACETED ASSESSMENT** system [based on multiple forms of assessment], which:
 - a. does not require extensive standardized testing;
 - b. more accurately reflects the broad range of student learning; and
 - c. is used to support students and improve schools.
 9. CAFE urges Congress to limit the mandate for student testing to grades 4, 6, 8 and 10 or 11 in the areas of English language arts and mathematics.
 10. CAFE urges the State Department of Education to exclude student test results for state assessments from the statistics for district progress if those students have been attending a district school for less than an academic year as of the testing date.

From an existing resolution/The Government Relations Committee recommends adoption.

Explanation

of change: Consolidated #1 and 2 as both address student achievement. Consolidated #3 and 8 as both address assessment data.

Title: II.6 DRUG, TOBACCO AND ALCOHOL USE

Issue: The need to eliminate the use of illegal drugs and other substances, tobacco and alcohol from our schools.

Resolution: CAFE supports efforts on the local, state and federal level to eliminate and address the problems of the inappropriate, unauthorized, illegal use of drugs, tobacco, alcohol and other substances in the school environment.

CAFE VIGOROUSLY SUPPORTS EDUCATION ABOUT [opposes the legalization of recreational use of marijuana because of] **THE RECREATIONAL USE OF MARIJUANA/CANNABIS AND ITS** negative impact on children, their education and development.

CAFE urges all school boards:

1. to work cooperatively with public and private agencies and law enforcement agencies to address the problems of drugs, tobacco, alcohol and other sub-

- stances;
- 2. to work cooperatively with public and private agencies to provide student-guided extended day school programs for appropriate grade levels during after school hours; and
- 3. to conduct student drug, tobacco, alcohol, and substance use assessment on an ongoing basis.

CABE urges the State of Connecticut:

- 1. to vigorously enforce the laws concerning the sale, use and possession of drugs, tobacco, alcohol, and other substances to minors;
- 2. to commit adequate resources and create a functioning network of public and private agencies to address the problems of drugs, tobacco, alcohol, and other substances;
- 3. to allow more flexibility in the design and delivery of curriculum to address the use of drugs, tobacco, alcohol, and other substances;
- 4. to gather data on student drug, tobacco, alcohol, and substance use; and
- 5. to commit resources to support student-guided extended day programs for appropriate grade levels.

CABE urges the federal government:

- 1. to aggressively enforce the laws in order to halt the flow of illegal drugs into the United States; and
- 2. to commit adequate federal resources to state and local programs that address the problems of drug, tobacco and alcohol abuse.

From an existing resolution/The Government Relations Committee recommends adoption.

Explanation

of change: Updated to reflect current legislation on recreational marijuana/cannabis.

Title: **II.7 TECHNICAL Education and Career HIGH SCHOOL[S] System**

Issue: The need for a strong state technical high school system.

Resolution: CABE supports a state technical **EDUCATION AND CAREER** high school system that:

- 1. ensures both student academic success, and trade/technology mastery;
- 2. instills a desire for lifelong learning;
- 3. prepares students for post-secondary education, apprenticeships, and immediate productive employment; and
- 4. responds to employers' and industries' current and emerging global workforce needs and expectations through business/school partnerships.

From an existing resolution/The Government Relations Committee recommends adoption.

Explanation

of change: Editorial update to language.

Title: **II.8 [FAMILY LIFE EDUCATION] HEALTH AND WELLNESS EDUCATION**

Issue: The need for a program which deals with issues of family life education and

human growth and development in the public schools.

Resolution: CABE urges each local school district to utilize a developmentally appropriate curriculum which deals with issues affecting family life, child and human growth and development, including lesbian, gay, bisexual, transgender, queer/questioning (LGBTQ) and to involve the community in this process, including appropriate public and private agencies, to promote the positive well-being of students. Vital health and social issues should be integrated into existing academic subject areas.

From an existing resolution/The Government Relations Committee recommends adoption.

Explanation

of change: Title updated to reflect the current terminology.

Title: II.9 EDUCATOR EVALUATION AND SUPPORT

Issue: Educator evaluation and support guidelines.

Resolution: CABE urges the:

1. State Department of Education through the [Professional Evaluation Advisory Council (PEAC)] **EDUCATOR EVALUATION AND SUPPORT COUNCIL (EES)** to continue to review the Educator Evaluation and Support guidelines.
2. State Department of Education and General Assembly to support a strong teacher induction and performance program to improve the retention of new teachers in Connecticut.

From an existing resolution/The Government Relations Committee recommends adoption.

Explanation

of change: Editorial - resolution language was updated.

Title: II.10 PERFORMANCE ACCOUNTABILITY OF CONTRACTORS WORKING ON PUBLIC CONSTRUCTION PROJECTS

Issue: The constraints placed on construction projects funded by public money should not be such that they prevent the customer (municipality) from enticing the contractor to stay on schedule and to produce quality work.

Resolution: CABE urges the General Assembly to hold contractors accountable for their performance on publicly funded building projects by adopting the Department of Administrative Services recommendation that maximum retainage on a project be increased from 2.5% to **THE PREVIOUS LEVEL OF 10%** [(as it used to be)].

From an existing resolution/The Government Relations Committee recommends adoption.

Explanation

of change: Clarified language.

Title: II.11 PUBLIC EDUCATION FUNDING

Issue: Boards of Education are increasingly challenged to obtain adequate funding through the normal sources of state and federal grants and local property taxes.

Resolution: CABE urges the General Assembly [to take necessary steps] to ensure that the primary sources of local district funding are protected from erosion through the development of biennial state budgets which maintain grant funding at least at existing levels and avoid imposition of mandates or state tax shifting which might result in the transfer of state obligations to local property taxes.

CABE supports the concept of full state and federal funding on a current basis for any mandated programs. CABE supports the passage of legislation making state mandates on boards of education unenforceable unless fully funded.

From an existing resolution/The Government Relations Committee recommends adoption.

Explanation

of change: Editorial changes

Title: II.12 E-LEARNING AND SNOW DAYS

Resolution: CABE urges the state and federal government to consider the effect of weather related events that affect setting the graduation date, the end of year activities and beginning of summer schools and camps. Recognizing that weather events, power outages, other man-made disasters cause disruption to continuous delivery of education in America's public school districts, districts want the discretion to choose e-learning days for those school days affected by weather events and other disruptive events. The benefits of "remote snow days" would require districts to ensure:

- All students have an internet-connected device with access to the internet.
- Would require districts to provide professional development of tech skills related to e-learning.
- "Year-round" learning would be enabled through remote learning (including snow days).

Submitted by: The Portland Board of Education 9/21. The Government Relations Committee recommends adoption.

Title: II.13 ESTABLISHMENT OF PRIORITIZED LEARNER COMPETENCIES/STANDARDS FOR GRADES K-12

Issue: The need for the standardized prioritization of learning expectations/standards K-12.

Resolution: CABE urges the state and federal governments to recognize the challenges facing America's public school districts in catching up for lost time and learning due to COVID-19 closures. Establishing a narrowed set of common, prioritized learner competencies/standards within each content area would allow districts and educators to effectively focus instruction and alleviate pressure on students to learn more than a year's worth of material in a year's time, assuming no further

disruptions beyond those of the 2019-20 school year. Furthermore, such prioritization would allow districts opportunities for meaningful collaboration with a reduction in curricular variance between districts.

Submitted by: Thomaston Board of Education 9/21. The Government Relations Committee recommends rejection.

Statement of reason for recommendation:

This resolution addresses COVID and the learning loss of students. Due to the timing with students returning to in-person learning it may not be needed.

Title: **II.14 FLEXIBILITY TO EMPLOY INDIVIDUALS IN CAREER AND TRADE FIELDS AS INSTRUCTORS**

Issue: Boards of education are working to provide career preparation opportunities within the comprehensive high school system but are finding it very difficult to employ individuals with both certification and trade experience. Our students will benefit greatly from learning from current practitioners in the trades. The opportunity to explore career pathways, combining education and training prepare students for a full range of postsecondary education options, including apprenticeships, fits Connecticut's educational goals.

Resolution: CABE urges the State Department of Education and the General Assembly to take action to provide flexibility to comprehensive high schools to employ individuals in career and trade fields as instructors with professional certification in a specific trade similar to that provided to the Connecticut Technical and Education Career System.

Submitted by: Waterbury Board of Education 9/21. The Government Relations Committee recommends adoption.

Title: **II.15 Anti-Hate Speech**

Belief: CABE believes that all students deserve to learn in an environment that is safe, affirming, and free of bias and discrimination. CABE denounces the use of words or images that harass and directly attack individuals or groups based on race, religion, national origin, sexual orientation, gender or gender expression, disability, or any other aspect of identity.

CABE believes that when students or adults speak explicit hate language at school, it is the responsibility of the school district to actively respond to these incidents.

CABE urges boards to foster school climates where differences are appreciated and not used to ridicule, single out, intimidate, disrespect, or exclude different groups. We recognize that these injustices can have a negative impact on the educational experience that we expect for each child.

Submitted by: CABE Board of Directors 9/21.

DELETIONS

Title: III.1 VACCINATION OF PUBLIC SCHOOL STUDENTS

Issue: ~~The importance of creating a safe environment for all students in K-12 public schools.~~

Resolution: ~~CABE urges the General Assembly to remove the religious exemption from vaccinations for measles, mumps and rubella for students attending K-12 public schools.]~~

Explanation of change: Propose deletion – accomplished in 2021 legislative session

Title: III.2 LOCAL PROGRAM POLICY DECISIONS

Issue: ~~Local and regional boards of education are best able to take local considerations into account in their decision-making.~~

Resolution: ~~CABE supports the local development of specific subject area requirements, course content requirements, and staff and resource requirements that:~~

- ~~1. grow out of local goals and specific local learning objectives based upon local student needs;~~
- ~~2. result from local policy decisions regarding program, staffing and resource priorities; and~~
- ~~3. result from local policy decisions regarding effective and efficient practices.]~~

Explanation of change: Proposed for deletion. This issue is covered in the “*Legislative –School Board Partnership*” resolution, I.13 Consent Agenda.

Title: III.3 REGIONAL EDUCATIONAL SERVICE CENTER DUTIES DIRECTED BY THE STATE

Issue: ~~Some legislative initiatives have utilized the RESCs to execute and evaluate statewide programs without adequate funding.~~

Resolution: ~~CABE urges the General Assembly to continue to utilize the RESCs for statewide programs, to fund them adequately and refrain from mandating additional duties for the RESCs which would compromise their governance structure, funding process, or compete with time and resources needed for programs expected by the local districts.~~

Explanation of change: Proposed for deletion. This is no longer a statewide issue.