

2024 PROPOSED RESOLUTIONS

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

Belief: CAFE 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.

CAFE 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 understanding and 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.

CAFE urges all boards of education to:

1. affirm that all children can learn and accept the challenge to educate each child to his/her fullest potential;
2. enter into interdistrict partnerships which create integrated educational excellence and promote social, cultural, ethnic and racial exchange and interaction among diverse groups;
3. facilitate culturally responsive teaching and supervision that promotes understanding of and respect for the many diverse cultures which strengthen our democratic society;
4. continue their efforts to increase the recruitment of qualified individuals who reflect this state's diversity to the teaching profession and administration;
5. make parents as well as the greater community full partners in the education of all children; and
6. 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] **SEX**, religion, **NATIONAL ORIGIN**, alienage, sexual orientation **OR DISABILITY**, gender identity or [gender] expression.

Explanation

of change: Update language.

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

Title: II.2 SCHOOL CLIMATE, CULTURE, SAFETY AND SECURITY

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

Resolution: CAFE urges all school boards to:

1. address the influence of violence affecting children using school board policies, parent education programs, peer mediation, student assistance teams, and the school district curriculum to maintain an environment that fosters learning and growth.
2. review and maintain safety plans that address prevention, preparedness, mitigation and emergency response and recovery.
3. [address environmental, health and safety risks, as well as potential security breaches in coordination with appropriate local, state and federal agencies.]

CAFE supports state efforts to study and:

1. recommend best practices for reducing school based arrests for all students.
2. recommend best practices for addressing the higher incidence of school based arrests for students of color.
3. [make] recommend[at]ions [for] training for staff and students on de-escalation techniques and cultural sensitivity.
4. recommend a uniform reporting system for school based arrests so all districts are reporting numbers the same way.
5. identify possible grant funding to support accelerated reductions in school based arrests.
6. identify restorative practices and institute behavioral health supports as foundational and proactive protocols that promote a healthy and collaborative learning environment with the added intentional purpose of minimizing if not eliminating the need for school based arrest.

CAFE urges:

1. 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] **ACCESS TO MENTAL HEALTH SERVICES.**
- [2. for 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.]
- [3. the General Assembly to direct the State Department of Education to develop resources for teachers dealing with students that have experienced trauma.]

Explanation

of change: First #3 deletion – these are a part of plans
Second #3 deletion – technical
Third #1 deletion, incorporated from #2
Third #2 deletion – incorporated into #1
Third #3 deletion – has been accomplished.

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

Title: II.3 CERTIFIED EDUCATOR SHORTAGES

Issue: The need for action to address shortages of educators.

Resolution: CAFE urges school boards, higher education institutions, the State Department of Education and the General Assembly to take action to expand the pool of qualified educators for Connecticut's public schools, particularly in areas where shortages have been identified.

CAFE SUPPORTS [Among the actions to be considered should be] expanding the alternate route to certification programs, **APPRENTICESHIP PROGRAMS**, enhancing professional development

opportunities, [expanding] reciprocity between states, [reducing bureaucracy for educators certified in other states,] encouraging students at an early age to consider the teaching profession and actively recruiting underrepresented groups.

[CABE urges the state to establish and seek available federal funding to establish a high quality paid registered apprenticeship for teachers which will increase collaboration across workforce and education systems.]

Explanation

of change: The second paragraph language was updated.
Deletion of the third paragraph – has been accomplished.

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

Title: II.4 EDUCATOR EVALUATION AND SUPPORT

Issue: Educator evaluation and support guidelines.

Resolution: CABE urges the:

1. State Department of Education through the Educator Evaluation and Support Council (EES) to [continue to review] **IMPLEMENT** 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.

Explanation

of change: language was updated in #1.

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

Title: II.5 THE FEDERAL ROLE IN PUBLIC ELEMENTARY AND SECONDARY EDUCATION

Belief: CABE urges the federal government to recognize education as a state and local function, while identifying, promoting and supporting the national interest in public education.

CABE supports a program of federal support for elementary and secondary public education that provides increased flexibility and funds that go directly to the local level **AND FINANCIAL SUPPORT FOR ALL FEDERAL MANDATES.**

Explanation

of change: Self-explanatory.

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

Title: II.6 Promoting Statewide Policy and Funding for Minority Teacher Recruitment

Issue: The need to establish statewide strategies and appropriate state funding for policies related to the recruitment, retention and support for a diverse workforce for all state public schools.

Resolution: CABE urges the Legislature to relieve the Alliance school districts from

the compounding impact of the fiscal obligations of the language of CGS 10-156gg, the Minority Candidate Certification, Retention or Residency Year Program.

Rationale:

The current structure of the statutory language limits the focus of the state's efforts to Alliance Districts. Historically these Districts have been successful in Minority Teacher Recruitment (MTR). We believe the MTR is a state obligation and should not be focused solely on and funded by the Alliance Districts. The current law erodes funding to the Alliance Districts and "withholds from Alliance Districts... 10 percent of any increase in funding for fiscal year ending June 30, 2020". If fully implemented by 2028, \$135 million will be taken, placing an undue burden on the already distressed districts. In addition, the Connecticut State Department of Education (CSDE) has established rules regarding the use of the funds that is too narrow and cannot be used for high yield, research based MTR initiatives. Additionally, this funding will be difficult to expend if the current lack of MTR candidates does not improve. The candidate pool must be addressed for recruitment to be successful.

Submitted by:

Waterbury Board of Education 9/23. The Government Relations Committee recommends adoption.

Statement of reason for recommendation:

The purpose of this resolution is to relieve the Alliance school districts from restrictive mandate on funding programs to increase the pool of diverse educators.

Title: II.7 Posting of Nutritional Value of School Lunches and Breakfasts

Issues: The Thomaston Board of Education, like the Connecticut Association of Boards of Education, supports matters of Governance related to the Legislative-School Board Partnership that urge school boards to provide legislators with objective analysis of proposed legislation. This resolution ventures to provide such analysis of General Assembly Proposed Bill No. 6030.

The impetus behind this resolution is to foster and provide as an example to all local and regional boards of education and Legislators, the innovative learning practices of Thomaston Public Schools' L.E.A.P. program by supporting the initiative taken by the L.E.A.P. students who proposed legislation to inform all students of the nutritional value of school lunches and breakfasts. HB6030 is of exceptional interest to the Thomaston Board of Education and, therefore, demanding Thomaston Board of Education action.

Resolution:

Be it resolved that chapter 169 of the general statutes be amended to require each local and regional board of education to post the nutritional values of school lunches and breakfasts in the school cafeteria or other central place of consumption.

Submitted by:

Thomaston Board of Education 9/23. The Government Relations Committee recommends rejection.

Statement of reason for recommendation:

This creates a mandate that some districts may struggle to implement.

DELETIONS

Title: III.1 21st CENTURY SKILLS

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

Resolution: GABE 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.

Explanation of change: Deletion - this is an ongoing imbedded practice

Title: III.2 REMOTE LEARNING

Issue: The need for a comprehensive online learning platform.

Resolution: GABE urges the State Department of Education to develop a vetted, comprehensive remote learning platform, 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.

Explanation of change: Deletion – study of issue found not feasible.

Title: III.3 E-LEARNING AND SNOW DAYS

Resolution: GABE 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.

School districts are encouraged to provide an advanced plan in place for meals for children if possible in a safe manner.

Explanation of change: Deletion – the issue is unlikely to gain support with SDE.

Title: III.4 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: GABE 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.

Explanation of change: Deletion - This has been accomplished.

Title: III.5 DAILY SCHEDULE FOR SECONDARY SCHOOLS

Issue: The need to move toward a later start time for Connecticut's high schools, with a uniform start time throughout the state or at least within each of the state's regions.

Resolution: GABE urges the Connecticut Department of Education, working in coordination with GABE, CAPSS, teachers' associations, parent groups and other relevant bodies, to conduct a full-scale analysis of:

1. Optimal start times for secondary schools, based on relevant medical, neuroscientific and psychological research.
2. Relevant issues including, among others, busing and inter-district athletics, and supplementary programs.

Explanation of change: Deletion – This is currently being studied.

Title: III.6 REMOVAL OF VERMICULITE FIREPROOFING

Issue: Removal of Vermiculite Fireproofing as Asbestos

Resolution: GABE urges the State Department of Education/ State Department of Administrative Services to allow the opportunity for asbestos testing to be performed on vermiculite fireproofing prior to it automatically being considered asbestos.

Explanation of change: Deletion – Issue is not gaining traction as a resolution.