

# **Bethel Board of Education Special Meeting**

Thursday, November 1, 2012 6:30 PM

Board of Education Conf. Room E, 1 School Street, PO Box 253, Bethel, CT  
06801

## **1. Call to Order**

1.A. Roll Call for Quorum

1.B. Pledge of Allegiance

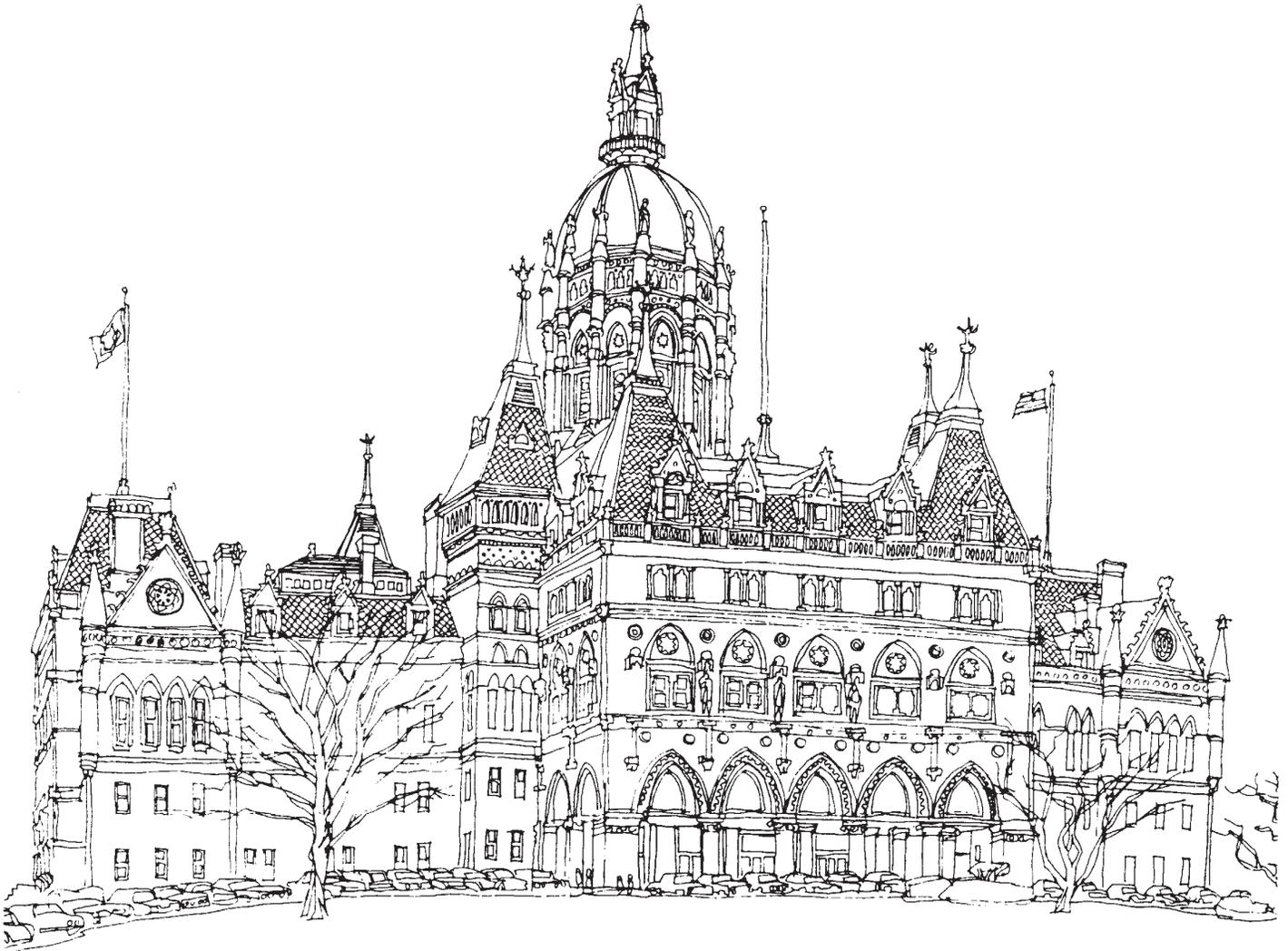
## **2. Audience Participation**

## **3. CABE Delegate Assembly**

## **4. Adjourn**

**Report of the 2012  
CABE  
Government Relations Committee**

**2013 Proposed Resolutions**



**Delegate Assembly**

**Thursday, November 15, 2012  
2:30 PM Registration  
3:00 - 6:00 PM Delegate Assembly  
Mystic Marriott Hotel, Groton**

Dear CABA Member:

This report is designed to assist member boards, their delegates and alternate delegates to the CABA Delegate Assembly prepare for the discussion and deliberation which will take place on important issues affecting public education, public boards of education and the Connecticut Association of Boards of Education.

Resolutions adopted at the annual CABA Delegate Assembly become the official positions of the Connecticut Association of Boards of Education. Further, from these positions, the State Relations Sub Committee of the Government Relations Committee will develop some concepts into a specific legislative package.

Prior to the Delegate Assembly, all members of CABA member boards will receive a copy of proposed new resolutions (including those submitted by member boards which the Government Relations Committee does not recommend for adoption), existing resolutions to which modifications are proposed, and resolutions recommended for deletion. A full list of all existing resolutions is included. Copies of all existing resolutions are available by contacting the CABA office.

Upon registration, all delegates will be mailed a copy of all existing resolutions.

The CABA Government Relations Committee will present to the Delegate Assembly this report of proposed resolutions for 2013. Resolutions which contain a broad, overriding position of the Association are designated "Belief" and will be acted on in the same manner as all other resolutions. While each resolution contains subject, issue and rationale sections, **ONLY THAT SECTION CLEARLY MARKED RESOLUTION OR BELIEF WILL BE VOTED UPON.**

Please note that in order to expedite the business of the Assembly, the delegates will be asked to vote on the Consent Calendar (resolutions taken from existing resolutions and not substantially revised) of the report as a unit and without debate. Any delegate may request the removal of a resolution from the Consent Calendar and, when removed, the resolution will be considered on the Regular Calendar (resolutions which are new and require full discussion, and those taken from existing resolutions that have been substantially revised.)

Any amendments to proposed resolutions must be submitted in writing to the Delegate Assembly.

Prefacing the report is a section to help the delegates and alternates to prepare for the Delegate Assembly and a section outlining the operating procedures for the Delegate Assembly.

We wish to express our sincere thanks to those local and regional boards of education that submitted resolutions this year and to the members of the Resolutions Committee, whose names appear elsewhere in this booklet, for their commitment of time and hard work toward developing the substance of this report. Also, we wish to thank the members of the full Government Relations Committee for their devotion to the task of delivering this resolutions report, complete with the Committee's carefully considered recommendations, to the membership.

We urge you to attend the CABA Delegate Assembly on November 15, 2012, at the Mystic Marriott Hotel in Groton. Registration for the Assembly will begin at 2:30 p.m. and the business of the Assembly will begin at 3:00 p.m.

We look forward to seeing you on the 15<sup>th</sup> of November.

Respectfully submitted,

Your CABA Government Relations Committee

Ann Gruenberg, Vice President for Government Relations, Hampton  
Becky Tyrrell, Resolutions Chairman, Plainville  
Beverly Washington, Federal Relations Chairman, Groton  
Robert Mitchell, State Relations Chairman, Montville

## PREPARING FOR THE DELEGATE ASSEMBLY

1. **Appointment of Delegates**  
Appoint your delegate(s) as provided for in CABA Bylaws, Art. 3, Sec. 3.2, from among the members of your board to represent your board of education.
2. **Appointment of Alternates**  
Appoint alternate delegate(s) from among the members of your board, to assist your delegate(s) and to vote should your delegate(s) be absent.
3. **Non voting Participants**  
Any member of a member board of education and any other member of the Association may participate in discussion (CABA Bylaws, Art. 8, Sec. 8.2) at the Delegate Assembly. Because issues affecting public education and local and regional school boards are of such critical importance, we urge you to register for this meeting and speak out on the issues whether or not you have been selected by your board as a delegate or an alternate delegate.
4. **Position Development**  
Schedule time at your next board meeting to discuss the resolutions included in the report and to give guidance to your delegate(s) and alternate delegate(s) so that they may best represent the views of your board. For your convenience, sheets containing the titles of consent and regular calendar resolutions with columns for recording your board's position on each, have been included in the back of this booklet.

### Operating Procedures for the Delegate Assembly

1. **Parliamentary Authority**  
Unless otherwise specified in the CABA Bylaws, the latest edition of "Robert's Rules of Order" shall govern the transaction of business (CABA Bylaws, Art. 8, Sec. 8.3).
2. **Non voting Participants**  
Any member of a member board and any other member of the Association may participate in discussion of the resolutions or amendments to the resolutions but only local and regional board of education designated delegates or their designated alternates may vote (CABA Bylaws, Art. 8, Sec. 8.2).
3. **Voting**  
Each CABA member board in good standing, is entitled to at least one vote on each motion (CABA Bylaws, Art. 3, Sec.

3.2). The vote of a majority of delegates present and voting shall be required for the adoption of a resolution. A designated alternate delegate may vote in the absence of the designated delegate.

4. **Resolutions**  
Only resolution proposals that have been included in this Report of the 2012 CABA Government Relations Committee, mailed to local boards at least four weeks before the Delegate Assembly, will be acted upon by the Delegate Assembly (CABA Bylaws, Art. 7, Sec. 7.5c1). No additional resolutions may be submitted for Delegate Assembly action.
5. **Amendments**  
Amendments to proposed resolutions may be submitted in writing to the Delegate Assembly (CABA Bylaws, Art. 7, Sec. 7.5c1). Amendments to proposed resolutions may be submitted to the Delegate Assembly by a delegate or, in the delegate's absence, by his/her alternate delegate.

### Special Rules For The Delegate Assembly: to be adopted at the outset of the deliberations of the Delegate Assembly

1. **Speaking Time**  
Total speaking time for each Assembly participant on each resolution shall be limited to five minutes.
2. **Consent Calendar**  
Prior to voting on the Consent Calendar as a unit and without debate, any delegate may request the removal of a resolution from the Consent Calendar and, when removed, the resolution will be considered on the Regular Calendar.
3. **Regular Calendar**  
Voting will proceed item by item on the resolutions included on the Regular Calendar unless there is unanimous consent of the Assembly to consider and vote upon any group of regular calendar resolutions as a unit.
4. **Amendments**  
Each amendment shall be submitted in writing, to the Chairman of the Resolutions Committee, prior to the discussion of the amendment in the Delegate Assembly.
5. **Voting**  
All voting shall be by a show of hands. Each delegate will be given a voting sign and will raise the voting sign to register his/her vote. Upon request of a voting member of the Delegate Assembly, or at the discretion of the presiding officer, tellers will count the vote.

# Regular Calendar

## II.1 STUDENT ACHIEVEMENT AND ASSESSMENT

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

**Resolution:** *CABE urges all Connecticut boards of education to provide strong leadership to raise student achievement, and to create a school climate that fosters academic and personal development.*

*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.*

*CABE urges the state and federal government to provide resources to support high quality professional development for all certified staff.*

*CABE urges the state 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.*

**CABE URGES THE STATE AND FEDERAL GOVERNMENT TO PROVIDE ON-GOING FUNDING RESOURCES AND TECHNICAL ASSISTANCE TO DISTRICTS TO EVALUATE ASSESSMENT DATA AND ALLOW GREATER USE OF DATA-DRIVEN DECISION MAKING IN THE ADJUSTMENT OF CURRICULUM AND INSTRUCTIONAL PRACTICE.**

*CABE supports efforts to improve student assessment programs that enhance individual student achievement and are part of a planned program for meeting educational objectives. CABE is opposed to a federal testing program.*

*CABE 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.*

*CABE urges school boards to affirm their commitment to the improvement of student learning and to:*

- *Openly evaluate data on student achievement indicators;*
- *Discuss processes that affect the instructional program;*
- *Examine the impact of the district's course of study on learning;*
- *Review/revise district goals to focus on student progress;*
- *Strive to find methods to remove barriers to learning;*
- *Inform district staff, students, parents, and the community about student achievement in the schools;*
- *Promote an excitement for learning.*

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

Explanation of change: Incorporates existing "Student Assessment" resolution.

**Subject: II.2 EARLY CARE AND EDUCATION LINKING PARENTAL INVOLVEMENT**

**Issue:** The need for early care and education programs and linking parent involvement to ensure learning readiness.

**Resolution:** *CABE supports:*

1. *continued efforts by the General Assembly to appropriate sufficient funding to make early care and education programs available to all children in need. [not just those in priority school districts or priority schools;]*
2. *joint efforts by the State Department of Education and other public and private child and family service agencies to promote and encourage a wide range of public and private provider pre school programs and services to co exist and prosper statewide;*
3. *local school board flexibility to design, develop and implement early childhood education programs to*

- increase the likelihood of children's school success and decrease special education costs;*
4. *state and federal incentive grants, including technical and financial assistance to districts that offer early childhood education programs, full or extended day kindergartens and programs providing for identification of pre school students with special needs; and*
  5. *federal, state and municipal initiatives for private industry, non-profit organizations, public agencies, and school systems, to develop high-quality facilities to provide daytime child care, in addition to those that already exist.*

*CABE urges local districts to institute programs for parents which can increase their knowledge of children's social, physical, mental and psychological development, and ultimately increase the likelihood of children's school success. CABE urges the Connecticut General Assembly to provide incentive grants and on-going matching funding for this essential program.*

CABE urges preschool providers to explore discipline alternatives to expulsion.

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

Explanation of change: Deletion in #1, last part of sentence is redundant.

**Subject: II.3 TEACHER TENURE**

**Issue:** Quality teachers are critical to student achievement.

**Resolution:** *CABE urges the state legislature to modify the teacher tenure law to provide for initial tenure after 50 months of teaching, to make tenure renewable on a five year basis, and to provide for the dismissal of teachers who fail to promote student achievement or fail to engage in activities to pursue professional growth and development.*

*CABE urges the legislature to repeal the portion of 10-151(c) of the General Statutes that entitles teachers who have not attained tenure to a*

*hearing concerning non-renewal, except if the reason for such non-renewal is either elimination of position or loss of position to another teacher, and provides that the local or regional board of education shall rescind a non-renewal decision only if the board finds such decision to be arbitrary and capricious.*

*CABE urges the state legislature to amend the teacher tenure act to allow school boards the ability to address staff reduction forced by budgetary constraints through modified reduction in staffing. The modification to the present system of tenure would allow local school districts to reduce staffing levels not solely through the current seniority system exclusively, but through a blended reduction throughout the seniority system, such that staffing cuts do not fall entirely upon the most junior educators.*

[CABE urges boards of education to utilize the Connecticut Teaching Competencies in their process to evaluate teachers.]

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

Recommend deletion of last paragraph

Explanation of deletion: This issue is addressed in the new resolution "Educator Evaluation and Support"

**Subject: II.4 BOARD OF EDUCATION BUDGETS**

**Issue:** The need for legislative change to facilitate the local education budget process.

**Resolution:** *CABE supports legislation to[:*  

- 1.] *provide boards of education the authority to create "Special Revenue Funds" to account for the proceeds of specific revenue sources;*
- 2.] *allow a board of education surplus of up to 1% of the budget to carry-over to the next fiscal year.]*

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

Recommend deletion of #2

Explanation of deletion: Local fiscal bodies now have this authority

Subject: **II.5 MAGNET SCHOOL, CHOICE AND CHARTER FUNDING**

Issue: Magnet schools, charter schools and project choice play a positive role in achieving quality and diversity by making unique opportunities available to students. A comprehensive funding system is needed to sustain these programs.

Resolution: *CABE urges the Connecticut legislature to take timely steps to:*

- *Identify adequate funding for receiving district participation. Choice has enjoyed its current success largely through the voluntary efforts of participating districts. To mandate participation through the mandate of the Commissioner of Education would have a severely corrosive and negative effect upon student achievement.*
- *Develop a charter school funding plan that does not compromise local district financing.*
- *Provide a comprehensive magnet school funding formula applicable statewide for both host and inter district schools, sending and receiving districts.*
- *SPECIFICALLY EXEMPT PRE-SCHOOL FROM THE REQUIREMENT THAT BOARDS OF EDUCATION PAY TUITION FOR NON-SPECIAL EDUCATION STUDENTS WHO CHOOSE TO ATTEND A MAGNET SCHOOL.*

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

Explanation of change: Last paragraph added from the "Magnet Preschool Tuition" resolution.

Subject: **II.6 TEACHER AND ADMINISTRATOR EVALUATION**

Issue: The need to restore state funding and strengthen the local teacher and administrator evaluation process, including the development of standards-based performance assessment.

Resolution: *CABE urges the Connecticut General Assembly to reestablish separate and categorical funding to support efforts to improve procedures for teacher evaluation and professional develop-*

*ment and to develop career incentive programs for instructional personnel.*

*CABE supports the retention of the teacher evaluation process as a permissive subject of bargaining.*

*[CABE urges boards of education to review and strengthen their policies and practices for hiring and evaluating teachers and administrators and to seek assistance as appropriate from the public and private sector in developing their evaluation process.*

*CABE urges the State Department of Education to continue to provide technical and financial support for these local efforts.*

*CABE urges the State Board of Education to incorporate standards-based performance assessment in the revised State Teacher Evaluation Guidelines.]*

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

Recommend deletion of paragraphs 3-5

Explanation of deletion: These issues are addressed in the "Teacher Evaluation and Tenure" resolution.

Subject: **II.7 TEACHER TERMINATION HEARINGS**

Issue: The disincentive for teachers to bring the teacher termination hearing to closure.

Resolution: *CABE urges the state legislature to allow the suspension of tenured teachers without pay prior to the completion of the termination hearing process. [and to modify the laws governing teacher termination to streamline and simplify the process.]*

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

Explanation of change: These changes were made in the 2012 Session.

Title: **II.8 [CONTINUING EDUCATION FOR ALL CERTIFIED PUBLIC SCHOOL EMPLOYEES] PROFESSIONAL DEVELOPMENT**

Belief: *The improvement of instruction relies heavily on the continued or increased competency of existing staff members, especially in periods of stable or declining enrollments. Therefore, CABE supports:*

- 1. local and regional boards of education developing high quality professional development programs for school district staff, alone or in cooperation with other school boards, agencies, or institutions;*
- 2. teacher preparation institutions and universities upgrading and expanding [continuing education] PROFESSIONAL DEVELOPMENT programs and graduate programs for teachers and administrators;*
- 3. [maintaining continuing education as part of periodic re-certification for all certified public school personnel;*
- 4. the State Board of Education seeking funding to support local professional development plans and to help school districts provide professional development programs required by law as part of the periodic re-certification for all certified public school personnel;*
- 5. the State Department of Education reducing the amount of information boards of education must compile and the length of time these documents must be maintained regarding CEUs;] and*

*3 [6.] the maintenance of high quality, rigorous programs to improve professional practice by all [CEU] PROFESSIONAL DEVELOPMENT providers.*

Discussion: The issue of instructional improvement continues to lie largely with maintaining or increasing the competency of existing school personnel. Effective continuing education of certified personnel depends heavily upon the availability of good, effective programs provided by the employer, by higher education or others and upon the motivation of the employees toward increased competency and growth as educators. Since in 1989 90 and annually thereafter, local professional development programs must include at least eighteen hours of professional programs that appro-

priately address the needs of all professional staff, the cost is substantial. Without significant expenditures, local school districts will be unable to provide the quality of programs that will strengthen employee performance and keep it strong over time.

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

Explanation of change: Updated to reflect provisions in the new educator evaluation and support guidelines.

Subject: **II.9 ADEQUATE FUNDING SOURCES FOR LOCAL EDUCATION AGENCIES (BOE's)**

Issue: Local property taxes are no longer a sustainable funding source for local school budgets.

Resolution: *CABE urges the state to study comprehensive tax reform in the next six years.*

*CABE supports comprehensive tax reform in Connecticut that:*

- 1. is balanced and fair and will produce the revenues necessary to support quality public education and other needed public services;*
- 2. reduces reliance on the local property tax, sales tax or other regressive forms of taxation; and*
- 3. assures that distribution of the tax burden is based upon the ability to pay.*

*CABE opposes a state legislative cap on local property taxes.*

Rationale: Property taxes can no longer be looked at as the sole source of revenue to the local towns. Some mix of Income, Sales, and Property taxes must be available to the Towns, to spread the tax burden to all citizens.

Further Explanation: The current scapegoating of various groups by others to support their position on taxations is counterproductive. A new, fairer system would go a long way toward moving the tax burden across a large group of taxpayers.

Submitted by: Montville Board of Education 9/12

The Government Relations Committee recommends adoption.

Subject: **II.10 ECS GRANTS FOR ALLIANCE DISTRICTS**

Issue: Alliance districts grants should not be part of ECS funding.

Resolution: *CABE urges the Legislature to restore full ECS funding to all districts including Alliance Districts, and create separate grants outside of ECS for Alliance District reform efforts.*

Rationale: After several years of flat funding under the ECS formula, the 2012 legislature finally increased ECS funding under a new formula, except for the Alliance districts, who again receive flat funding, and must submit a grant application for the ECS increase. We recognize the state commitment to improving education for Connecticut students, however, ECS funds are the state's contribution to education and should be distributed under the approved formula without restriction.

Further Explanation: School improvement grants should be distributed under a separate grant, not connected to ECS funding. ECS should remain an equal and equitable distribution of the state share of education funding.

Submitted by: Waterbury Board of Education 9/12

The Government Relations Committee recommends adoption.

Subject: **II.11 EXCESS COST GRANT/Grant Cap**

Issue: Cap on reimbursement

Resolution: *CABE urges the Legislature to remove the cap on the excess cost reimbursement.*

Rationale: Special education costs are a moving target. It is difficult to budget for these costs. Capping the state reimbursement only serves to complicate the issue. It insulates the state from the very issue that local districts are forced to deal with-sudden and unpredictable spikes in costs.

Further Explanation: Budgets can be devastated by mid-year spikes that occur after the cap has been reached. A single new placement can leave a district scrambling to fill unforeseen budget holes. Urban districts are particularly vulnerable since they often offer the best options for housing and access to services for special needs students and families.

Submitted by: Waterbury Board of Education 9/12

The Government Relations Committee recommends incorporation into the "Special Education Due Process" resolution.

Subject: **II.12 EXCESS COST GRANT/Local Contribution**

Issue: District share of special education services.

Resolution: *CABE urges the Legislature to reduce the special education district share from the current 4.5 times the local per pupil spending rate, to 3.5 times the local per pupil spending rate.*

Rationale: For districts with per pupil expenditures in excess of \$10,000, a single special education student expense must exceed \$45,000 before the excess cost grant applies. This is a huge burden on districts, does not reflect an equitable contribution to special education on the state's behalf, and reduces resources for the entire district population.

Further Explanation: Reducing the district contribution from 4.5 times to 3.5 times will save local districts significant dollars and increase the state's commitment to special education students.

Submitted by: Waterbury Board of Education 9/12

The Government Relations Committee recommends incorporation into the "Special Education Due Process" resolution.

Subject: **II.13 SPECIAL EDUCATION BURDEN OF PROOF**

Issue: Special Education placement burden

of proof in Connecticut is solely on the district.

Resolution: *CABE urges the Legislature to provide that for out of district placement requested by parent/guardian, the burden of proof shall lie with the parent/guardian requesting the placement.*

Rationale: Connecticut is one of only a handful of states which places the burden of proof for special education services on the district. Even the federal standard places the burden of proof with the parent/guardian. The resolution reflects the New York model, which places the burden of proof with the requestor in cases where there is a request for an out district placement, but leaves the burden of proof with the district in all other instances.

Further Explanation: This small change can save districts significant time and money, and will better allow for educationally sound decisions on behalf of special education students.

Submitted by: Waterbury Board of Education 9/12

The Government Relations Committee recommends incorporation into the "Special Education Due Process" resolution.

Subject: **II.14 COMMON CORE STANDARDS**

Issue: In 2010 the Connecticut Board of Education, supported by the Department of Education, adopted the Common Core Standards for English Language Arts and Mathematics for all Connecticut school districts. Adaptation to Connecticut is being carried forward for full implementation and integration with state summative assessments for grades 3-8 and 11 for the 2014-15 school year. No additional fiscal resources are being provided by the state to implement this mandate.

Resolution: *CABE is committed to the successful implementation of the Common Core Standards, and strongly urges the state to provide the financial means for all 166 districts in Connecticut to properly integrate the standards in*

*their curricula K-12, together with sufficient professional development resources to ensure success.*

Rationale: CABE supports rigorous standards as contained in the Common Core for all students. At the same time, the State needs to appreciate the magnitude of the task it has demanded of local districts. To update Connecticut's curriculum standards at the macro level is not the issue. To alter classroom practice K-12 in English Language Arts and mathematics across every Connecticut district and do it successfully within the proscribed time constraints is a huge task. Having ultimate success measured by the new CMT/CAPT on line replacement is problematic. To do so successfully using existing resources will, for many districts, be an impossible assignment.

Submitted by: New resolution from the Resolutions Committee/The Government Relations Committee recommends adoption.

Subject: **II.15 EDUCATOR EVALUATION AND SUPPORT**

Issue: Challenges presented by increased administrator responsibilities.

Resolution: *In light of the substantial changes in the roles and responsibilities of educators created by the new evaluation and support system, CABE urges the Legislature and State Department of Education to provide sufficient time, fiscal and support resources to enable districts to implement this important initiative. CABE urges the Department to continue to review the guidelines based on the pilot district experience.*

*CABE also urges the State Department of Education and State Legislature to support a strong teacher induction and performance program to improve the retention of new teachers in Connecticut.*

Rationale: Successful implementation of the new guidelines is critical to reach the goal of enhancing educator quality and increasing student performance.

Submitted by: New resolution from the Resolutions Committee/The Government Relations Committee recommends adoption.

**Subject: II.16 SCHOOL CONSTRUCTION GRANTS**

**Issue:** Equalize reimbursement rates for “renovate as new” and “new construction”.

**Resolution:** *CABE urges the Legislature to increase the school construction grant percentage for new construction equal to the current percentage for renovation.*

**Rationale:** Districts with aging facilities that are not suitable for renovations are disadvantaged for facilities improvement and upgrade due to the lower rate of reimbursement for new construction. Districts should receive equal funding at the higher reimbursement rate for new facilities and renovation.

**Further Explanation:** Districts need the flexibility to make facilities decisions based on local needs. The State school construction grant program has always focused on addressing the facilities needs of all districts equally, regardless of whether the need is renovation or new construction. The State has always had guidelines to determine the cost effectiveness of renovations vs. new construction.

**Submitted by:** Waterbury Board of Education 9/12

The Government Relations Committee recommends adoption.

**Subject: II.17 MAINTENANCE GRANTS**

**Issue:** Restore Maintenance Grants for Priority School districts.

**Resolution:** *CABE urges the state to support the future of the public school infrastructure by restoring maintenance grants for Priority School districts to enable districts to address expensive but necessary maintenance and repairs that extend the usable life of buildings and provide safe and healthy learning facilities.*

**Rationale:** Maintenance grants were well received and utilized when offered previously. These grants allowed cash

strapped districts to maintain facilities, finance improvements and upgrades, and modernize aging buildings. Such proactive actions mean less renovation or new buildings sought under school construction grants, and are more cost effective in the long term.

**Further Explanation:** Grants were used for window replacements, HVAC repairs/upgrades, wiring and technology upgrades. The presence of environmental hazards in older facilities make even the smallest repair or improvement a heavy drain on local budgets.

**Submitted by:** Waterbury Board of Education 9/12

The Government Relations Committee recommends rejection.

**Statement of reason for recommendation:** Restoration of these grants would likely come from school construction or ECS grants.

**Title: III.1 MEANINGFUL AND COMPREHENSIVE EDUCATION**

**Issue:** The No Child Left Behind Act fails to acknowledge the effective accountability system already in place in such states as Connecticut, and contains some requirements that are unworkable and inconsistent with effective state efforts to raise student achievement.

**Resolution:** *CABE urges the State and Federal government to provide leadership to support comprehensive education reform which:*

- *Provides resources to insure that all children have access to an appropriate pre-school experience*
- *Encourages creative and critical thinking*
- *Supports efforts to attract and retain high quality teachers*
- *Supports state efforts to ensure that what is taught and what is tested are important, reasonable and challenging to every student*
- *Provides funding for the development of research based instruction in all areas of curriculum*
- *Supports efforts to focus on the social, emotional, physical and mental health of students*

**Statement of reason for recommending deletion:** These issues are addressed in the “21<sup>st</sup> Century Skills” resolution, and the focus should be on implementing recent reforms, rather than additional reforms.

Subject: **III.2 FEDERAL POLICIES**

Issue: The appropriate Federal role in education reform.

Resolution: *CABE urges Congress to support*  
*1. adequate funding for formula-based grants*  
*2. evidence-based school improvement models*  
*3. local community governance of public schools*

Statement of reason for recommending deletion: These issues are addressed in the “21<sup>st</sup> Century Skills” resolution.

Subject: **III.3 STUDENT ASSESSMENT**

Issue: The need for support to school districts in the effective use of data.

Resolution: *CABE urges the state and federal government to provide on-going funding resources and technical assistance to districts to evaluate assessment data and allow greater use of data-driven decision making in the adjustment of curriculum and instructional practice.*

Statement of reason for recommending deletion: Incorporated in “Student Achievement and Assessment”

Subject: **III.4 BEGINNING TEACHERS**

Resolution: *CABE urges the State Department of Education and state legislature to support a strong teacher induction program to improve the retention of new teachers in Connecticut[, including providing all beginning teachers with a paid mentor for their first two years. The state provided stipend should respect the work required in the position and the quality of individuals needed in that position.]*

Statement of reason for recommending deletion: This issue is addressed in the new resolution “Educator Evaluation and Support”

Subject: **III.5 SCHOOL REFORM**

Issue: With the adoption of the Common Core State Standards National standards for the State of Connecticut, and

the recently passed legislation that increases the rigor in our secondary school system. These changes will require either an increase in the school day or an increase in the school year.

Resolution: *CABE urges the State Legislature to support the implementation of school reform in a comprehensive manner by addressing issues such as funding, collective bargaining and curriculum development.*

Statement of reason for recommending deletion: The focus should now be on implementation of recent reforms.

Funding and collective bargaining issues are addressed in separate resolutions.

Subject: **III.6 MAGNET PRESCHOOL TUITION**

Issue: The inequity and financial burden of a unfunded mandate requiring local Board of Education to pay tuition for non-special education students attending magnet preschools.

Resolution: *CABE urges the state legislature to specifically exempt preschool from the requirement that Boards of Education pay tuition for non-special education students who choose to attend a magnet school.*

Rationale: Local Boards of Education are not required to provide preschool education to non-special education students. Requiring local districts to pay tuition for non-special education students who choose to attend a magnet preschool creates a significant financial burden on local districts. It also creates inequity between families who are able to obtain a seat at a magnet preschool rather than pay tuition to private preschool.

Further Explanation: Local districts in towns near magnet preschools bear an inordinate financial burden for paying tuition to those preschools, as parents are more inclined to seek out nearby preschool options rather than send children to a preschool that is several towns away.

Requiring all districts to pay magnet preschool tuition does not take into consideration the fact that many towns have numerous options for local, high quality private preschools, as well as limited enrollment opportunities at integrated preschools operated by the district. Many of these towns have consistently had very high preschool attendance rates, even prior to availability of magnet preschools. Requiring local districts to pay for magnet preschool is a “one size fits all” approach to ensuring preschool attendance that imposes a significant financial burden on certain districts in an effort to solve a problem that does not exist in many of those same districts.

Statement of reason for recommending deletion: This resolution was combined with “Magnet School, Choice and Charter Funding”

Item No.	CABE Resolution	Board Yes	Vote No
<b>Governance</b>			
I.1	PUBLIC EDUCATION AS A PUBLIC POLICY PRIORITY		
I.2	LOCAL GOVERNANCE OF PUBLIC EDUCATION		
I.3	EDUCATION AS THE FIRST PRIORITY FOR CHILDREN		
I.4	CREATING EDUCATIONAL EXCELLENCE THROUGH ECONOMIC, RACIAL AND ETHNIC INTEGRATION		
I.5	21 <sup>ST</sup> CENTURY SKILLS		
I.6	FEDERAL INVOLVEMENT IN LOCAL EDUCATION OPERATIONS		
I.7	PUBLIC SCHOOL CHOICE		
I.8	COORDINATION OF SERVICES TO CHILDREN AND FAMILIES		
I.9	VIOLENCE, DRUG, TOBACCO AND ALCOHOL USE		
I.10	HIGH SCHOOL COMPLETION		
I.11	TECHNICAL HIGH SCHOOLS		
I.12	TRUANCY		
I.13	LEGISLATIVE MANDATES		
I.14	STUDENT DISCIPLINE		
I.15	PROGRAMS FOR STUDENTS WITH LIMITED ENGLISH SPEAKING PROFICIENCY		
I.16	MULTICULTURAL EDUCATION		
I.17	EDUCATION OF YOUNG CHILDREN		
I.18	PARENT/FAMILY/SCHOOL INVOLVEMENT POLICY		
I.19	FAMILY LIFE EDUCATION		
I.20	LOCAL PROGRAM POLICY DECISIONS		
I.21	STUDENT TIME ON TASK		
I.22	YEAR-ROUND USE OF FACILITIES		
I.23	GOVERNMENT REGULATION AND DATA ACQUISITION		
I.24	FREEDOM OF INFORMATION ACT		
I.25	CERTIFIED EDUCATOR SHORTAGES		
I.26	CONNECTICUT STATE TEACHERS' RETIREMENT		
I.27	PROFESSIONAL STANDARDS		
I.28	TEACHER SALARY SYSTEMS		
I.29	NON PARTISAN BOARDS OF EDUCATION		
I.30	SCHOOL BOARD MEMBER PROFESSIONAL DEVELOPMENT		
I.31	BOARD OF EDUCATION ETHICS		
I.32	BOARD OF EDUCATION SERVICE		
I.33	STATE DEPARTMENT OF EDUCATION GUIDELINES		
I.34	IMPACT OF LAWS AND REGULATIONS		
I.35	PREVAILING WAGES FOR CONSTRUCTION PROJECTS		
I.36	PERFORMANCE ACCOUNTABILITY OF CONTRACTORS WORKING ON PUBLIC CONSTRUCTION PROJECTS		
I.37	REGIONAL EDUCATIONAL SERVICE CENTER (RESC) DUTIES DIRECTED BY THE STATE		
I.38	DISTRIBUTION OF INFORMATION CONCERNING REERENDA		
<b>Finance</b>			
I.39	PUBLIC SUPPORT FOR PUBLIC EDUCATION		
I.40	PUBLIC EDUCATION FUNDING		
I.41	FUNDING MANDATORY PROGRAMS		
I.42	THE FEDERAL ROLE IN PUBLIC ELEMENTARY AND SECONDARY EDUCATION		

Item No.	CABE Resolution	Board Yes	Vote No
I.43	THE SCHOOL FINANCE SYSTEM		
I.44	TAX REFORM		
I.45	UNIVERSAL PRESCHOOL		
I.46	FUNDING FOR CAPITAL IMPROVEMENTS		
<b><u>Labor Relations</u></b>			
I.47	TEACHER NEGOTIATION ACT		
I.48	IMPACT NEGOTIATION		
I.49	UNEMPLOYMENT COMPENSATION		
I.50	MANDATED BENEFITS		
<b><u>Special Education</u></b>			
I.51	CLARIFICATION AND SIMPLIFICATION OF THE STATE AND FEDERAL SPECIAL EDUCATION LAWS AND REGULATIONS		
I.52	FEDERAL SPECIAL EDUCATION ISSUES		
I.53	SPECIAL EDUCATION EQUITY, SERVICE AND PLACEMENT RESPONSIBILITY		
I.54	LEAST RESTRICTIVE ENVIRONMENT		
I.55	SPECIAL EDUCATION DUE PROCESS		
<b><u>Certification</u></b>			
I.56	ALTERNATE ROUTES TO TEACHER AND ADMINISTRATOR CERTIFICATION		
I.57	CERTIFICATION RECIPROCITY		
<b>REGULAR CALENDAR</b>			
II.1	STUDENT ACHIEVEMENT AND ASSESSMENT		
II.2	EARLY CARE AND EDUCATION LINKING PARENTAL INVOLVEMENT		
II.3	TEACHER TENURE		
II.4	BOARD OF EDUCATION BUDGETS		
II.5	MAGNET SCHOOL, CHOICE AND CHARTER FUNDING		
II.6	TEACHER AND ADMINISTRATOR EVALUATION		
II.7	TEACHER TERMINATION HEARINGS		
II.8	CONTINUING EDUCATION FOR ALL CERTIFIED PUBLIC SCHOOL EMPLOYEES		
II.9	ADEQUATE FUNDING SOURCES FOR LOCAL EDUCATION AGENCIES (BOE's)		
II.10	ESC GRANTS FOR ALLIANCE DISTRICTS		
II.11	EXCESS COST GRANT/Cost Cap		
II.12	EXCESS COST GRANT/Local Contribution		
II.13	SPECIAL EDUCATION BURDEN OF PROOF		
II.14	COMMON CORE STANDARDS		
II.15	EDUCATOR EVALUATION AND SUPPORT		
II.16	SCHOOL CONSTRUCTION GRANTS		
II.17	MAINTENANCE GRANTS		
III.1	MEANINGFUL AND COMPREHENSIVE EDUCATION		
III.2	FEDERAL POLICIES		
III.3	STUDENT ASSESSMENT		
III.4	BEGINNING TEACHERS		
III.5	SCHOOL REFORM		
III.6	MAGNET PRESCHOOL TUITION		

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