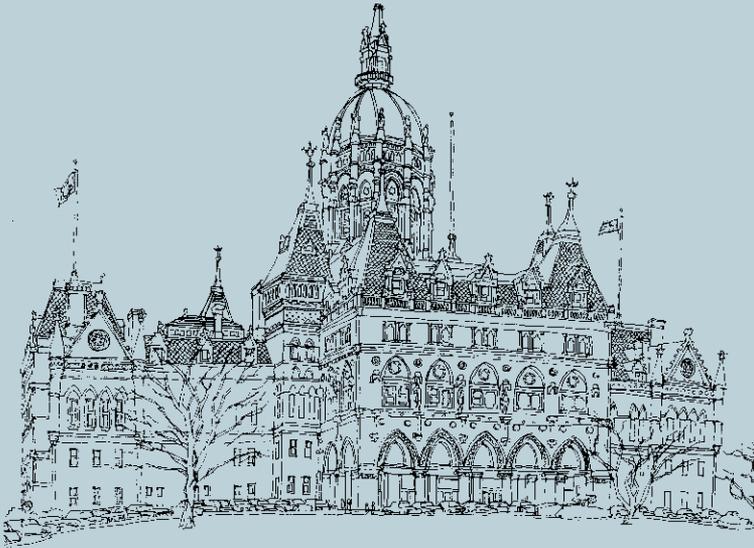


**Report of the 2025  
CABE  
Government Relations Committee**

**2026 Proposed Resolutions**



**Delegate Assembly**

**Thursday, November 20, 2025  
3:30 p.m. Registration  
4 - 6 p.m. Delegate Assembly  
Mystic Marriott Hotel, Groton**



Dear CABE Member:

This report is designed to assist member boards, their delegates and alternate delegates to the CABE 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. It contains a section outlining the operating procedures for the Delegate Assembly.

Prior to the Delegate Assembly, all members of CABE member boards receive (1) existing resolutions to which CHANGES are proposed; (2) this copy of proposed NEW resolutions (Regular Calendar); and (3) resolutions recommended for DELETION. Copies of all EXISTING resolutions are available on CABE's website.

Resolutions adopted at the annual CABE 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.

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.

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/Government Relations Committee, whose names appear elsewhere in this booklet, for their commitment of time and hard work toward developing the substance of this report.

We urge you to attend the CABE Delegate Assembly on November 20, 2025, at the Mystic Marriott Hotel in Groton. Check-in for delegates will begin at 3:30 p.m. and the business of the Assembly will begin at 4:00 p.m.

Respectfully submitted,

Your CABE Government Relations Committee

Lon Seidman, Vice President for Government Relations, Essex and Region 4

Laurel Steinhauser, Resolutions Chairman, Portland

Lee Goldstein, Federal Relations Chairman, Westport

Lindsay Dahlheimer, State Relations Chairman, Region 13

## **PREPARING FOR THE DELEGATE ASSEMBLY**

### **1. Appointment of Delegates**

Appoint your delegate(s) as provided for in CABE 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 (CABE Bylaws, Art. 8, Sec. 8.2) at the Delegate Assembly.

### **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.

## **OPERATING PROCEDURES FOR THE DELEGATE ASSEMBLY**

### **1. Parliamentary Authority**

Unless otherwise specified in the CABE Bylaws, the latest edition of “Robert’s Rules of Order” shall govern the transaction of business (CABE 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 (CABE Bylaws, Art. 8, Sec. 8.2).

### **3. Voting**

Each CABE member board in good standing, is entitled to at least one vote on each motion (CABE 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 2025 CABE Government Relations Committee, mailed to local boards at least four weeks before the Delegate Assembly, will be acted upon by the Delegate Assembly (CABE Bylaws, Art. 7, Sec. 7.5c1). No additional resolutions may be submitted for Delegate

Assembly action. 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 title, issue and rationale sections, ONLY THAT SECTION CLEARLY MARKED RESOLUTION OR BELIEF WILL BE VOTED UPON.

## **5. Amendments**

Amendments to proposed resolutions must be submitted in writing to the Delegate Assembly (CABE 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.

# 2026 PROPOSED RESOLUTIONS CHANGES

**Title: II.1 PUBLIC EDUCATION AS A PUBLIC POLICY  
PRIORITY**

**Belief:** CABE believes that all citizens, including board members, the Governor, the Connecticut General Assembly, and the State Board of Education, must make public education a matter of the highest priority of public policy. The state must heed its constitutional mandate **UNDER ARTICLE EIGHTH OF THE CONSTITUTION OF CONNECTICUT** to provide a free and appropriate public education for all of Connecticut’s children.

CABE believes that public policy must assist children and their families in maintaining education as a matter of highest priority for children amidst the continuing economic and social pressures of society.

**Explanation**

**of change:** Editorial, adding reference.

*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 and security in a comprehensive manner.

**Resolution:** CABE 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. MAINTAIN POLICIES THAT REINFORCE POSITIVE SCHOOL CLIMATE.**

CABE supports state efforts to study and recommend:

1. best practices for reducing school based arrests for all students.
2. best practices for addressing the higher incidence of

school based arrests for students of color.

3. training for staff and students on deescalation techniques and cultural sensitivity.
4. a uniform reporting system for school based arrests so all districts are reporting numbers the same way.

CABE supports state efforts to study and identify:

1. possible grant funding to support accelerated reductions in school based arrests.
2. 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.

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 access to mental health services.

## Explanation of

**change:** First Section #3 was incorporated from III.1 “Student Discipline” resolution.  
*From an existing resolution/The Government Relations Committee recommends **adoption**.*

## **Title: II.3 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 affirm their commitment to the improvement of student learning to:
    - Openly evaluate data on student achievement indicators;
    - Review/revise district goals to focus on academic and personal development **AND**;
    - Strive to find methods to remove barriers to learning **[.]** and **[·** 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. CAFE urges the General Assembly to create and funding 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.
4. 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.
5. 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.
6. CAFE urges the State Department of Education to increase support and funding for educational programs supporting the arts.
7. 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 multifaceted assessment system, 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.
8. 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.

### **Explanation of**

**change:** #1-Editorial, tightening up language

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

**Title: II.4 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;
2. 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; and
3. state and federal incentive grants, including technical and financial assistance to districts that offer early childhood education programs, full or extended day kindergarten and programs providing for identification of preschool students with special needs and parental involvement programs.

CABE urges school boards to:

1. 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, and to encourage parents to take advantage of school services for young children;
2. identify and remove impediments to parental involvement; and
3. review their kindergarten and readiness programs to assure that such programs are designed to provide each child with learning tasks appropriate to the child's developmental level.

**[CABE urges the General Assembly to study fully funding universal pre-k in all of its public school districts in state approved programs.]**

### **Explanation of**

**change:** Deletion of last sentence - this has already been accomplished.

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

**Title:** **II.5 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:** CABE 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.

CABE vigorously supports education about the recreational use of marijuana/cannabis and its negative impact on children, their education and development.

CABE urges all school boards to:

1. work cooperatively with public and private agencies and law enforcement agencies to address the problems of drugs, tobacco, alcohol and other substances;
2. 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. conduct student drug, tobacco, alcohol, and substance use assessment on an ongoing basis.

CABE urges the State of Connecticut to:

1. vigorously enforce the laws concerning the sale, use and possession of drugs, tobacco, alcohol, and other substances to minors;
2. 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. allow more flexibility in the design and delivery of curriculum to address the use of drugs, tobacco, alcohol, and other substances; **AND**
- [4. gather data on student drug, tobacco, alcohol, and substance use; and]**
- 4[5].** commit resources to support student-guided extended day programs for appropriate grade levels.

CABE urges the federal government to:

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

## Explanation of

**change:** Deletion of #4, it has been accomplished and is ongoing

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

**Title: II.6 PUBLIC SCHOOL DESEGREGATION INITIATIVES**

**Issue:** The need to improve the racial makeup of public schools.

**Resolution:** CABE urges the General Assembly to develop a task force **TO STUDY THE EFFECTIVENESS OF THE RACIAL IMBALANCE LAW.** [charged with developing a newer metric to measure a school's racial makeup, and then provide districts with the resources to achieve greater diversity.]

**Explanation of**

**change:** The law was paused for two years by the legislature and now is back in effect.  
*From an existing resolution/The Government Relations Committee recommends **adoption.***

**Title: II.7 SOCIAL AND EMOTIONAL LEARNING**

**Issue:** The importance of providing support for social and emotional learning.

**Resolution:** CABE urges the General Assembly, the State Department of Education and local and regional boards of education to strengthen the support for social and emotional learning through professional development for educators as well as resources for students, **AND** parents. [and community members.]

**Explanation of**

**change:** A district's priority is Prek-12 with limited funding and staff.  
*From an existing resolution/The Government Relations Committee recommends **adoption.***

**Title: II.8 SCHOOL BOARD MEMBER PROFESSIONAL DEVELOPMENT**

**Issue:** The importance of professional development for board members.

**Resolution:** CABE supports a state requirement for an orientation and ongoing professional development for all school board members.  
CABE urges boards of education to:

1. develop a policy requiring professional development for new and experienced board members.
2. examine and discuss annually the roles of the board and the superintendent in order to maintain a strong and effective partnership. [in the educational process.]

3. provide for adequate professional development programs for all school board members and candidates, including participation by all members in area, state and national programs and compliance with orientation for new school board members. Professional development should include the roles and responsibilities of boards, and skills needed to resolve issues in a nonpartisan manner.

## **Explanation of**

**change:** Editorial, tightening up language.

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

### **Title: II.9 THE SCHOOL FINANCE SYSTEM**

**Issue:** The need for equitable and adequate education funding for school districts.

**Resolution:** The increased burden of the cost of public education, largely as a result of mandates imposed on public school systems by state government, requires a more equitable sharing by state and local funding sources. Therefore, state legislation should recognize:

1. the responsibility of the state government to provide an equitable share of total local school expenses;
2. the primary responsibility for local expenditure determination to remain with the local school board;
3. that local school districts should develop, with state assistance, procedures to ensure fiscal accountability and efficiency and the most effective use of tax dollars;
4. the need to restructure the state spending cap so all federal education funds flow to school districts;
5. the state responsibility to fund court-ordered programs; and
6. the need for financial incentives to foster interdistrict and/or regional interdistrict cooperation.

CABE supports:

1. continued exploration of more accurate methods of measuring the wealth of each town, the cost of appropriately educating each child - including those children who are economically disadvantaged or have other special needs, the costs associated with participation in public school choice programs, magnet schools and charter schools, and the unique cost burdens borne by poor rural and poor urban school districts;

2. monitoring of the effectiveness of school finance programs to ensure that towns spend an appropriate amount for the education of each student in order to provide substantially equal advantages taking into account differences in local costs based on relevant economic and educational factors and on course offerings of special interest in diverse Connecticut communities;
3. state funding for education provided directly to local and regional boards of education;
4. the creation of a more consistent manner of reporting and calculating per pupil expenditure and use of the most current audited data in any school finance formula;
5. reducing the cost of special education to LEAs and requiring the State to pay its fair share of the costs directly to boards of education;
6. funding for gifted and talented programs;
7. the differential in the cost of operating a secondary only regional school district be factored into the ECS Formula and that the MBR be applied separately to schools in K-6 or districts with designated or regional high schools;
8. financial incentives for school districts operating extended day kindergarten programs, after school and summer remedial programs;
9. adequate support for adult vocational education programs;
10. restoration of the transportation grant;
11. [restoration of] **MAINTAINING** full ECS funding to all districts including Alliance Districts, and creating separate grants outside of ECS for Alliance District reform efforts;
12. additional state funding for School Based Health Clinics; and
13. continued state financial and technical support to Alliance Districts while removing designation for districts who have shown continued improvement.

### **Explanation of**

**change:** Editorial, tightening up language

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

**Title: II.10 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 General Assembly to:

1. Identify adequate funding for Open Choice receiving districts to encourage the voluntary efforts of participating districts.
2. Ensure that any charter school funding plan does not compromise local district financing.
3. Provide a comprehensive magnet school funding formula applicable statewide for both host and interdistrict schools, sending and receiving districts.
- [4. Continue to exempt preschool from the requirement that boards of education pay tuition for non-special education students who choose to attend a magnet school.]

**Explanation of**

**change:** Deletion of #4, it has been accomplished.

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

# NEW

**Title: II.11 Digital Citizenship Program & Online Safety Education**

**Issue:** There is a need across all grade levels for a digital citizenship program that provides awareness and prevention to students on how to appropriately navigate the online world. With access to video games, cell phones, tablets, and laptops, students need to know how to protect their digital footprint. Furthermore, parents and families would benefit from training so that they could prevent student access to online tools that could harm, negatively impact, or put their children at risk. Preventative measures such as a digital citizenship program would mitigate students improperly accessing the online world and protect their digital footprint as well as their mental, social, and emotional wellness.

**Resolution:** CABE urges state and federal governments to recognize both the benefits and risks of digital access and to take proactive steps to implement digital citizenship education in all grade levels for both students and parents.

**Submitted by:** Thomaston Board of Education 8/25  
The Government Relations Committee recommends **adoption.**

**Title: II.12 CHILD NEGLECT**

**Issue:** Abuse of children

**Resolution:** CABE supports efforts by appropriate state authorities along with municipalities and school districts to identify and prevent the abuse and neglect of children and youth.

**Submitted by:** CABE Resolutions Committee 8/25  
The Government Relations Committee recommends **adoption.**

## DELETION

**Title: III.1 STUDENT DISCIPLINE**

**Issue:** The need for comprehensive student discipline policies.

**Resolution:** CABE urges districts to establish comprehensive student discipline policies that reinforce a positive school climate.

**Explanation of**

**change:** DELETION — language was incorporated into II.2 “School Climate, Culture, Safety and Security” resolution.

# **CABE Government Relations Committee & Sub-Committees**

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