

**Report of the 2026
CABE
Government Relations Committee**

2027 Proposed Resolutions



Delegate Assembly

**Thursday, November 19, 2026
3:30 p.m. Registration
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. It contains a section outlining the operating procedures for the Delegate Assembly.

Prior to the Delegate Assembly, all members of CABA 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 CABA's website.

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.

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.

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 CABA Delegate Assembly on November 19, 2026, at the Mystic Marriott Hotel in Groton. Check-in for delegates will begin at 3:30 p.m.

Respectfully submitted,

Your CABA Government Relations Committee

Kim Walker, Vice President for Government Relations,
Westbrook

Laurel Steinhauser, Resolutions Chairman, Portland

Lee Goldstein, Federal Relations Chairman, Westport

Julia Dennis, State Relations Chairman, Berlin

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.

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 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 2026 CABA 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.

2027 PROPOSED RESOLUTIONS

CHANGES

Title: **II.1 LOCAL AUTHORITY OVER CURRICULUM PROGRAMS UNDER CGS §10-220(e)**

Issue: The CGA and SDE recently have overridden the longstanding and sensible statutory delegation of authority to local education authorities to develop and maintain their own curricula. This abrogation of C.G.S. §10-220(e) was done to implement the Right to Read Act by mandate, rather than by incentive. The legislative delegation of curriculum authority to local education authorities is a laudable and time-proven effective mandate that recognizes local boards can best respond strategically and efficiently to their local needs.

RESOLUTION: CABE urges state government to refrain from mandating that local boards of education adopt commercial or state-developed curriculum programs in abrogation of CGS §10-220(e).
[Circumstances deemed by the state to warrant an abrogation of CGS §10-220(e) should be rare and, when deemed important enough to abrogate local authority over curriculum,] **INFLUENCE** should be exercised through voluntary incentive programs and not through mandates.

EXPLANATION

OF CHANGE: To streamline concept.

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

Title: **II.2 PUBLIC SUPPORT FOR PUBLIC EDUCATION**

BELIEF: In order to ensure that public funds are used for public education and to improve public education, CABE urges all citizens and particularly all school board members to:

1. oppose the implementation of voucher systems as methods of financing non-public education with public funds; and
2. oppose tax credits for expenditures for tuition

or living expenses at private elementary and secondary schools.

3. oppose programs that reduce federal revenues and create state administrative burdens.

EXPLANATION

OF CHANGE: Opposition to having federal tax scholarship program, it would have a negative effect on education funding.

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

Title: II.3 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. 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;

13. continued state financial and technical support to Alliance Districts while removing designation for districts who have shown continued improvement;
14. a built-in annual cost-of-living adjustment (COLA) or inflation-indexing factor for the school share of ECS and /or alliance allocations that reflects actual cost increases in public education operations (for example, linked to the consumer price index for educational services or a state-determined education cost index); transparent methodology and documentation showing how the inflation or COLA factor is determined, published annually and incorporated into district allocation notifications.

[15. establish a “trigger” law that would release a reserve of state funding to make school districts whole on any reduction made to federal title program funds relative to the 2024-25 school year calculations.]

EXPLANATION

OF CHANGE: Recommend deletion of #15, this was in place for school meals and the Blue-Ribbon Commission has discussed federal impact.

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

NEW

Title: II.4 EQUITABLE AND SUSTAINABLE FUNDING FOR SPECIAL EDUCATION SERVICES

Issue: The cost of providing legally mandated special education services continues to rise significantly for local and regional school districts across Connecticut. These costs are often unpredictable and can vary dramatically from year to year, creating substantial financial pressure on municipalities and local boards of education.

Because Connecticut's current education funding structure relies heavily on local property taxes, communities with differing levels of wealth and resources are disproportionately impacted by extraordinary special education obligations. This system creates inequities among school districts and limits boards of education's ability to effectively plan and sustain educational programming for all students.

Special education services are a statewide legal and moral responsibility that should not fall disproportionately on local property taxpayers alone.

RESOLUTION: The Connecticut Association of Boards of Education urges the State of Connecticut to examine, develop, and implement a more equitable and sustainable statewide funding model for special education services that reduces the overreliance on local property taxes and recognizes special education as a shared statewide responsibility.

CABE further urges the state to:

- Increase and stabilize excess cost and special education reimbursement funding;
- Explore funding mechanisms supported through broader statewide revenue sources;
- Reduce the financial volatility associated with extraordinary special education costs;
- Provide greater predictability to local school districts and municipalities for budgeting purposes; and

- Ensure that all students, regardless of the wealth or size of their community, have equitable access to legally required special education programs and services.

The current property tax-based system places an unsustainable burden on municipalities and creates inequities in educational funding that require statewide attention and reform.

Submitted by: Canton Board of Education 8/26

*The Government Relations Committee recommends **adoption**.*

Title: II.5 COMPREHENSIVE STUDENT MENTAL HEALTH AND BEHAVIORAL SUPPORT FRAMEWORK

Issue: There is a growing and urgent need across all grade levels for comprehensive student mental health and behavioral support within public schools. Students are experiencing increased social-emotional challenges, behavioral needs, and mental health concerns that directly impact their ability to learn and succeed in school. School districts are often the primary providers of mental health support; however, many face significant barriers including insufficient staffing of school psychologists, social workers, and counselors, limited access to community-based mental health services, and inconsistent or inadequate funding. Without a coordinated and sustainable approach, these gaps negatively affect student achievement, school climate, attendance, and overall well-being. A comprehensive framework that includes prevention, early intervention, and targeted support is essential to meet the diverse needs of all students.

RESOLUTION: CABE urges state and federal governments to recognize the critical role public schools play in supporting student mental health and to take proactive steps to ensure comprehensive, sustainable, and equitable access to school-based mental health services across all grade levels. This includes increased funding to support staffing levels aligned to national recommendations, expanded partnerships with community mental health providers, and resources to implement multi-tiered systems of support (MTSS) that address the

academic, behavioral, and social-emotional needs of all students.

Submitted by: Thomaston Board of Education 8/26

*The Government Relations Committee recommends **adoption**.*

Title: II.6 CAREER PATHWAYS

Issue: A strong academic foundation and preparation for career opportunities are important educational components for students whether they plan to enter the workforce immediately after high school or after attending a post-secondary program.

RESOLUTION: CAFE supports efforts by the state and local districts to develop opportunities for all students that:

- Enhance essential academic, technical and employability skills and knowledge that can be transferred across a wide range of professions.
- Enable students to attain the knowledge, skills and attitudes necessary to achieve in postsecondary education and the workplace and continue learning throughout their lives.
- Support collaboration between the business and education communities to provide students with opportunities to connect the educational experience to the employment world, to make informed career decisions, and to contribute as citizens of their communities.
- Provide early career exposure and exploration opportunities, and engage families in the career exploration process.
- Increase opportunities for high school students to gain early college and career experiences, skills and college credit.

CAFE urges employers to engage with schools to create high-quality education and career preparation opportunities.

Submitted by: CAFE Resolutions Committee 8/26

*The Government Relations Committee recommends **adoption**.*

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