



**Medical Marijuana Standards**

For the purposes of this policy, pursuant to Connecticut Public Act 12-55 and Public Act 16-23, “Acts Concerning the Palliative Use of Marijuana,” a *qualified medical marijuana user* means:

- A qualifying patient who is a state resident, , and diagnosed by a physician as having a debilitating medical condition,
- A designated caregiver, eighteen years of age or older, other than the patient’s doctor, who agrees to take responsibility for managing the patient’s well-being with respect to his/her palliative use of marijuana, or
- A licensed, in-state dispensary to obtain the palliative marijuana products,

who has a registration certificate issued by DCP that is valid for the same period as the written certification from the physician, in the form prescribed by DCP, not to exceed one year, related to the medical use of marijuana to treat or alleviate an individual’s debilitating condition or symptoms associated with the debilitating medical condition. A dispensary shall not dispense any marijuana products in a smokable, inhalable or vaporizable form to a qualifying patient who is under eighteen years of age.

Unless required by federal law or the involvement of the loss of a monetary or licensing federal funding, the District may not discriminate against a person in hiring, terminating or imposing any term or condition of employment or otherwise penalize a person solely;

- on the basis of the person’s status as a DEP certificated medical marijuana user, or
- for a positive test for marijuana components or metabolites,
  - ❖ unless the person used, possessed, or was impaired by marijuana on the premises of employment or during the hours of employment.

The Board of Education understands that P.A. 12-55 and P.A. 16-23 do not restrict the District’s ability to prohibit the use of intoxicating substances during work hours or to discipline an employee for being under the influence of intoxicating substances during work hours or while on school property or at a school-sponsored activity. A certified medical marijuana user shall not be protected from punishment or other penalties if he/she ingests marijuana at school, on school grounds or at school-sponsored activities.

The District shall not refuse to hire a person or may discharge, penalize or threaten an employee solely on the basis of such person’s or employee’s status as a registered qualifying patient or caretaker.

In addition, per P.A. 12-55, as amended by P.A. 16-23, no person is authorized to engage in:

- undertaking any task under the influence of marijuana that would constitute negligence or professional malpractice,

**Medical Marijuana Standards**

- possessing or engaging in the medical use of marijuana:
  - ❖ on a motor bus or school bus;
  - ❖ in the work environment;
  - ❖ on the school grounds of any preschool, elementary or secondary school;
  - ❖ in any public place that is used or held out for use by the public, whether owned or operated for public for private interests; or
  - ❖ within the direct line of sight of anyone under eighteen years of age in a way that exposes someone under age eighteen to second-hand marijuana smoke, or both.

The District does not allow the ingestion of marijuana for palliative use by any individual, adult or student, in any District school, on school grounds or at school-sponsored activities, on or off school grounds. While performing any duty in the capacity of District employee, an employee may be disciplined, up to and including suspension or termination, for ingesting marijuana in the workplace or working under the influence of marijuana.

A registered qualifying patient shall not be considered to be under the influence of marijuana solely because of the presence of metabolites or components of marijuana that appear in insufficient concentration to cause impairment.

Wherever inconsistencies of interpretation arise, the law and regulation prevail.

When District officials have a reasonable belief an employee may be under the influence, in possession of or distributing marijuana in a manner not authorized by the medical marijuana statutes, law enforcement authorities will be informed.

Legal Reference: Connecticut General Statutes

- P.A. 12-55 An Act Concerning the Palliative Use of Marijuana
- P.A. 16-23 An Act Concerning the Palliative Use of Marijuana
- 19a-342 Smoking prohibited in certain places
- 21a-408 et seq. Palliative Uses of Marijuana (as amended by P.A. 16-23)
- Drug-Free Workplace Act 102 Stat. 4305-4308
- Drug-Free Schools and Community Act, P.L. 99-570, as amended by P.L. 101-226 (1991)
- 21 U.S.C. 812, Controlled Substances Act, I through V, 202.
- 21 C.F.R. 1300.11 through 1300.15 regulation
- 54 Fed. Reg. 4946 (1989)

# GOVERNANCE

**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 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.**

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

**Explanation of change:** The existing resolution III.1 “Education as the First Priority for Children” was incorporated.

**Title: II.2 STUDENT ACHIEVEMENT AND ASSESSMENT**

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

**Resolution:**

1. CABE urges boards of education to provide strong leadership to raise student achievement, and to create a school climate that fosters academic and personal development.
2. CABE urges boards of education, the State Board of Education and the General Assembly to recognize the broad range of attributes that contribute to student success, including but not limited to academic achievement, critical thinking, community service and integrity.
3. CABE urges boards of education to affirm their commitment to the improvement of student learning and inform district staff, students, parents, and the community about student achievement and to:
  - Openly evaluate data on student achievement indicators;
  - Review/revise district goals to focus on student progress;
  - Strive to find methods to remove barriers to learning; and
  - Promote an excitement for learning.
4. 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, instructional practice, and provide high quality professional development.
5. CABE urges the Legislature 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.
6. 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.
7. 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.
8. CABE urges the State Department of Education to increase support and funding for educational programs supporting arts.
9. CABE urges the State Department of Education to provide assessment data and educational program evaluations in a timely manner to allow local district to modify instructional programs to effect change that the assessment data pertains to.
10. CABE calls on the Governor, Legislature and State Board of Education and administrators to reexamine public school accountability systems in this state, and to develop a system based on multiple forms of assessment, which does not require extensive standardized testing, more accurately

reflects the broad range of student learning, and is used to support students and improve schools.

**11. CABE 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.**

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

**Explanation of change:** The existing resolution III.4 “State Testing in Grades 4, 6, 8, and 10/11” was incorporated.

**Title:** II.3 EDUCATOR EVALUATION AND SUPPORT

**Issue:** Educator evaluation and support guidelines.

**Resolution:** ~~In light of the substantial changes in the roles and responsibilities of educators created by the 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 through the Professional Evaluation Advisory Council (PEAC) to continue to review the **Educator Evaluation and Support** guidelines. ~~based on the experience with implementation.~~

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

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

**Explanation of change:** Resolution language was updated.



# **FINANCE**

**Title:** II.4 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 need for the state to distribute funds on an adequate basis with 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. ~~use of the most current audited data in any school finance formula;~~
2. 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;
3. 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;
4. state funding for education provided directly to local and regional boards of education;
5. 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;**
6. 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;
7. funding for gifted and talented programs;
8. 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 K-8 districts with designated or regional high schools;
9. full state funding for participation in regional vocational-agricultural programs, including transportation costs;
10. financial incentives for school districts operating extended day kindergarten programs, after school and summer remedial programs;
11. adequate support for adult vocational education programs;
12. restoration of the transportation grant; and
13. **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.**

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

**Explanation of change:** #1 was added to #5.

The existing resolution III.6 “ECS Grants for Alliance Districts” was incorporated #13.

**Title:** II.5 FORCED SEPARATION OF CHILDREN AND FAMILIES

**Issue:** Young children that experience forced separation from their families suffer significant emotional damage.

**Resolution:** CABE urges the federal government to avoid actions/initiatives such as the traumatic forced separation of children from their families that proves disruptive to the delivery of a quality education.

**Rationale:** Decades of scientific research documents the devastating impact on the young when separated from their mothers and fathers: depression, the inability to make secure attachments, learning and emotional delays, memory and attention issues, troubled behavior arising from a deep distrust of authority and profound disruption of the vast neural network of communication in the young brain.

Submitted by: Resolutions Committee/the Government Relations Committee recommends adoption.

**Title:** **II.6 INCREASING INCENTIVES TO PROMOTE EFFICIENCIES AMONG AND BETWEEN DISTRICTS**

**Issue:** Need for increased efficiencies and cost effectiveness in school districts.

**Resolution:** CABE urges the legislature to remove barriers through which neighboring local educational agencies can develop initiatives to sustain quality of programs and services while entering into mutually beneficial agreements to share and reduce cost.

**Rationale:** For more than a decade there has been an acknowledgment that the existence of many towns in certain parts of Connecticut has contributed to fiscal challenges. Addressing these challenges has been difficult in part because the existing statutes pose certain constraints and mandate certain protocols making it difficult for districts to initiate and implement change. Various initiatives have been explored and validated, including through the report of the Legislative Program Review and Investigations Committee (2015) and the Connecticut General Assembly.

Submitted by: Hampton Board of Education. The Government Relations Committee recommends adoption.

**Title:** **II.7 BURDEN OF PROOF**

**Issue:** Connecticut State Reg, 10-76h-15 places the burden of proof on the school district when there is a dispute concerning an educational setting for a student.

**Resolution:** CABE urges the State of Connecticut to make the burden of proof on the party that initiated a special education hearing.

**Rationale:** The State of Connecticut continues to fund education below levels which allow for the adequate education of all students in Connecticut. The special protection given to parents in hearings involving special education students has caused an escalation of special education costs for Local Education Agencies (LEA).

Connecticut State Reg, 10-76h-15 gives parents of students with special needs a greater level of protection than federal law. Connecticut's current regulation plays a key role in determining the vast majority of cases favoring the student.

Submitted by: Putnam Board of Education. The Government Relations Committee recommends incorporation into I.58 "Special Education Due Process".

**Title:** II.8 21st Century Skills – Carnegie Units

**Issue:** The Thomaston Board of Education, like the Connecticut Association of Boards of Education, urges the state and federal government to support programs and research that focus on 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 and instructional methods that bridge school and real-world experiences, provide for greater personalization of education, and prepare students for college and/or career.

**Resolution:** CABE urges the legislature to form a Competency-Based Learning Committee comprised of sitting Superintendents, Teachers, school board members and Deans of Institutions of Higher Education to develop a PreK-20 mastery-based learning system that includes competency-based education models to permit students to progress academically and that are not explicitly tied to a fixed amount of seat-time as required under the Carnegie Unit system.<sup>1</sup>

**Rationale:** The current Carnegie Unit system limits a school district’s capacity to foster innovative learning practices and instructional methods that bridge school and real-world experiences<sup>2</sup>, provide for greater personalization of education, and prepare students for college and/or career by requiring that high school credits be linked to seat-time.

The Carnegie Unit system (seat-time standard for measuring high school course credit) was developed by the Carnegie Foundation in 1905 and was originally designed as a standard for student exposure to specific school subjects. This resolution seeks to mandate the Connecticut State Department of Education develop a pre-K-20 mastery-based learning system that utilizes competency-based education models that permit students to demonstrate mastery of school subjects without explicitly connection to a fixed amount of instructional seat-time (Carnegie Unit system).

Submitted by: Thomaston Board of Education. The Government Relations Committee recommends adoption.

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<sup>1</sup> Kivel, Lillian. (January 28, 2015). Carnegie Foundation Releases Results of Two-Year Study on the Carnegie Unit. (<https://www.carnegiefoundation.org/newsroom/news-releases/carnegie-foundation-releases-results-two-year-study-carnegie-unit/>).

<sup>2</sup> Governance - 21st Century Skills (CABE 2018 The Whole Agenda): “CABE urges the state and federal government to support programs and research that focus on problem-solving, creativity, critical thinking, and other high-level 21st century skills that are important for success in a global workplace. The state and federal government should support school district capacity to provide the technology and tools necessary to foster innovative learning practices and instructional methods that bridge school and real-world experiences, provide for greater personalization of education, and prepare students for college and/or career.”

**Title:** **II.9 LOCAL PROGRAM POLICY DECISIONS – Teacher Contract Language (teacher work day, week, year)**

**Issue:** The Thomaston Board of Education, like the Connecticut Association of Boards of Education<sup>1</sup>, supports the local development of specific staff and resource requirements that:

- (1) Grow out of local goals and specific local learning objectives based upon local student needs;
- (2) Result from local policy decisions regarding program, staffing and resource priorities; and
- (3) Result from local policy decisions regarding effective and efficient practices.

**Resolution:** Allow for Dynamic Teacher Work Day, Week, and Year Schedules to increase opportunities for personalized and project-based comprehensive student learning experiences.

CABE urges the legislature to establish a Dynamic Teacher Scheduling Committee consisting of sitting School Superintendents and representatives from the Connecticut Association of Boards of Education, the Connecticut Association of Schools, Connecticut Education Association and the American Federation of Teachers to examine dynamic scheduling of student instruction through removal of state barriers to flexibility in teacher work day, work week and work year that will empower schools and districts to offer students truly personalized and project-based comprehensive learning experiences through approaches such as rotational classroom models, personal learning time, internships, externships, field experiences, and online/off-site learning as to best meet students' Personal Learning Plans. These flexibilities shall also be applied to the delivery of instruction on/during emergency school cancellation days, in effect, reducing or eliminating the past practice of "making up" canceled school days by June 30 of each school year.

**Rationale:** Current and typical teacher contract language (teacher work day, week, year) limits the flexibilities that:

- (1) Grow out of local goals and specific local learning objectives based upon local student needs;
- (2) Result from local policy decisions regarding program, staffing and resource priorities; and
- (3) Result from local policy decisions regarding effective and efficient practices.

Limitations put on teacher work day, week, and year are incongruous with State Board of Education's (SBE) [policy](#) which encourages school districts to use a variety of options to expand the amount of time students spend on academic activities, i.e., longer school days, after-school, weekend, and summer programs, and longer school years.<sup>2</sup> Additionally, current statute requires a face-to-face minimum number of instructional hours (900 hours per school year) and a minimum number of instructional days (180 days per school year).

This resolution seeks to increase the flexibilities necessary to allow districts to dynamically schedule student instruction by allowing for district-planned flexibilities in teacher work day,

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<sup>1</sup> Governance – Local Program Policy Decision (CABE 2018 The Whole Agenda): "CABE supports the local development of specific subject area requirements, course content requirements, and staff and resource requirements that: 1. grow out of local goals and specific local learning objectives based upon local student needs; 2. result from local policy decisions regarding program, staffing and resource priorities; and 3. result from local policy decisions regarding effective and efficient practices."

<sup>2</sup> Lohman, Judith. (November 14, 2011). OLR Research Report: Extended School Time Programs in Connecticut, 2011-R-0378, <https://www.cga.ct.gov/2011/rpt/2011-R-0378.htm>.



work week and work year. Such increased flexibilities will empower schools and districts to offer students truly personalized and project-based comprehensive learning experiences through approaches such as rotational classroom models, personal learning time, internships and field experiences, online/off-site learning, and skill-based playlists as to best meet students' Personal Learning Plans. These flexibilities shall also be applied to instruction on/during emergency school cancellation days, in effect, reducing or eliminating the past practice of "making up" canceled school days by June 30 of each school year.

Submitted by: Thomaston Board of Education. The Government Relations Committee recommends adoption.

**Title:** II.10 STUDENT TESTING RELATED TO DISTRICT MEASUREMENT

**Issue:** Transient student impact on district progress measures

**Resolution:** Testing of students for State measurement shall not be included in statistics for district progress if those students have been attending a district school for less than an academic year as of the testing date.

**Rationale:** Students newly attending a district school do not have the same educational experiences as those who have been doing so for a school year or more. The new district should have time to make positive changes prior to the district being measured for said students.

Testing of all qualifying students provides districts with important and usable data. Reporting testing results of students, who have had the benefit of district curriculum, teaching and support for less than a year, can skew performance statistics and negatively impact districts. Districts should not be penalized or benefit based on testing results before having the opportunity to positively impact transient students.

Submitted by: Vernon Board of Education. The Government Relations Committee recommends adoption.

- Title:** **II.11 CREATION OF AN SDE OFFICE OF SCHOOL SAFETY & SECURITY**
- Issue:** The need to create a State Department of Education Office of School Safety & Security to support school districts and coordinate resources.
- Resolution:** CABA urges the State Department of Education to create an Office of School Safety & Security to provide districts with the information, guidelines, and resources to adequately provide safe school environments for students and staff.
- Rationale:** There is a critical need for districts to network and collaborate on best practices for student safety and school security. Currently, there is no centralized office that school districts can access to assist in this area of school safety and student security. School districts are forced to use other government agencies, like local police for guidance and direction. There is no uniform standard or best practice that addresses safety and security.
- Explanation:** In the wake of Sandy Hook and Parkland, school safety and student security is a top priority for all Connecticut districts. Having the needed resources to provide adequate safeguards for children is a must in today's schools. Districts are struggling with the standards that are needed for schools and inundated from companies who want to sell their products to school districts. Just as there is a need for curriculum assistance, there should be for school security.

Submitted by: Vernon Board of Education. The Government Relations Committee recommends adoption.

**Title:** II.12 STATE GRANT TIMELINES

**Issue:** The need to provide appropriate timelines to expend grant funds for grants such as Alliance facilities grants that are tailored to the project to be funded.

**Resolution:** CABE urges the state to provide uniform grant spending timelines of no less than 24 months after the Bond Commission approves funding for grants.

**Rationale:** Grants such as the Alliance facilities grants are awarded for projects of varying complexity. Some require more time to ensure project details provide the most cost effective solutions available, that RFP's/RFQ's are properly constructed, draw a sufficient pool of applicants, and are vetted properly. It is important for districts to have sufficient time to vet projects to ensure maximizing grant funds.

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

**Title:** II.13 ALLIANCE DISTRICT'S DESIGNATION

**Issue:** Public perception of communities designated as Alliance Districts has suffered because the school systems have been unable to remove the Alliance designation despite increased Connecticut Accountability results. The ability of the school system to adequately fund education would be jeopardized if funding was removed and academic performance would be compromised.

**Resolution:** Provide for continued financial grant and state-level support to Alliance Districts while removing designation for districts who have shown continued improvement.

**Rationale:** Alliance Districts were established based on 2011-2012 assessment results. Since that time, district results have changed and a new statewide accountability system is in place. Windsor Public Schools' results would not qualify as an Alliance District today. There should be a plan for districts to be removed from the Alliance District designation. It is proposed that districts who maintain results for two or more years, which would not qualify it as an Alliance district, have the designation label removed. These districts should continue to receive the financial support directly that has contributed to these increased results. Districts removed from the Alliance designation should continue to participate in the state-level support and be required to draft an Alliance grant proposal. Districts should also be eligible for related capital grants or other opportunities.

It would be appropriate to recognize increased results while maintaining funding for the initiatives that, in part, led to increased results. Other school districts received increases in ECS funding while Alliance Districts received increases in Alliance grant funding, therefore, in order to be fair among all Connecticut districts, it would be beneficial to maintain the Alliance funding.

Submitted by: Windsor Board of Education. The Government Relations Committee recommends adoption.

**Title:** II.14 ESTABLISH GRADUATION DATE

**Issue:** Allow Boards of Education to establish a graduation date after January 1st each school year.

**Resolution:** CABE urges the legislature to allow school districts to establish firm graduation dates for their senior class after January 1st.

**Rationale:** Each year it is difficult for school districts who do not graduate students on site at their high school to procure a graduation site and date. Presently C.S.G. 10-16l allows boards of education to set the graduation date on or after April first as long as students are provided at least 180 school days. This current statute creates difficulties in securing a graduation venue early in the school year as the school calendar could change due to weather-related school closings. For districts with diverse populations of students, it does not provide enough time for those family members traveling from other countries to secure travel arrangements in a timely manner and tickets may not be available to multiple family members if a smaller venue needs to be utilized due to all other districts trying to plan graduation around the same date. By setting January 1st as the date to schedule graduation, we can better communicate with families, plan project graduation activities with more lead time, and reserve a site that reflects the importance of the event for students and their families and allow the largest number of family members to attend.

Eliminates an issue for districts who must graduate at a site other than their high school.

Submitted by: Windsor Board of Education. The Government Relations Committee recommends adoption.

**Title:** **II.15 PROTECT CHILDREN FROM THE THREAT OF MARIJUANA USE UPON THEIR WELLBEING**

**Issue:** Marijuana use is currently a cause of significant child related issues. Barriers to marijuana use by children in Connecticut are being reduced as a consequence of business growth and legal changes. The risk to children's mental and physical wellbeing are not generally well understood and are not a significant enough consideration.

**Resolution:** CABE advocates against the legalization of recreational use of marijuana because of the negative impact on children, their education and development.

**Rationale:**

1. The harmfulness of marijuana to children and youth is well researched and well documented
2. The harmfulness is drowned out by the powerful pro-marijuana lobby compared to relatively weak child advocacy.
3. The under-30 market is the target market for a growing industry that encompasses medical and recreational marijuana. This same demographic has the highest health risk.
4. Harmful marijuana use is prevalent already by school aged children in our communities
  - a. Many (most?) Connecticut school districts have commissioned or received grants through their RESC for survey reports of student substance Use and related behavior over the past decade.
5. Connecticut is at an inflection point in light of the growth and promotion of business opportunities and the current and potential legislation related to both medical and recreational marijuana

Notes:

- Discussed and proposed at the August 15, 2018 Tolland Board of Education Regular Meeting
- The Board unanimous approved a proposed resolution
- The above resolution was created as a summary from that discussion

Submitted by: Tolland Board of Education. The Government Relations Committee recommends adoption.

# DELETIONS



**Title:** III.1 EDUCATION AS THE FIRST PRIORITY FOR CHILDREN

**Belief:** CABE believes that public policy must assist children and their families in maintaining education as the first priority for children amidst the continuing economic and social pressures of society.

~~CABE supports the maintenance of the state's traditional labor law protections for children in order to preserve education as a child's first priority and therefore believes it is undesirable to expand legal employment for children of compulsory school age.~~

From an existing resolution/the Government Relations Committee recommends deletion.

**Explanation of change:** This resolution is recommended for deletion.

Resolution first paragraph was incorporated into II.1 “Public Education as a Public Policy Priority” resolution.

Second paragraph is recommended for deletion – position is no longer needed.

**Title:** III.2 FEDERAL INVOLVEMENT IN LOCAL EDUCATION OPERATIONS

**Issue:** The impact of the federal government at the board level.

**Resolution:** ~~CABE urges members of Congress and the executive branch to carefully consider the impact of their actions or lack of action upon local boards of education. Enactment of laws, reauthorizations, and regulation has immediate impact upon local operations. Delay or failure to act in response to valid requests for modification of laws or regulations causes material impact upon districts' ability to manage and causes unnecessary additional expense, a major concern in a challenging budget environment.~~

From an existing resolution/the Government Relations Committee recommends deletion.

**Explanation of change:** Resolution is not necessary.

**Title:** III.3 CONNECTICUT CORE STANDARDS

**Issue:** The implementation and integration of the Connecticut Core Standards with state summative assessments for grades 3-8 and 11.

**Resolution:** ~~CABE is committed to the successful implementation of the Connecticut Core Standards, with sufficient professional development, funding and resources to ensure success, and to inform and engage parents in the process.~~

From an existing resolution/the Government Relations Committee recommends deletion.

**Explanation of change:** Resolution was achieved.

**Title:** III.4 STATE TESTING IN GRADES 4, 6, 8, and 10/11

**Issue:** The over use of high-stakes state assessments in local districts to determine school ratings.

**Resolution:** ~~CABE 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.~~

From an existing resolution/the Government Relations Committee recommends deletion.

**Explanation of change:** Resolution was incorporated into II.2 “Student Achievement and Assessment” resolution.

**Title:** III.5 REMOVAL OF VERMICULITE FIREPROOFING

**Issue:** Removal of Vermiculite Fireproofing as Asbestos

**Resolution:** ~~CABE 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.~~

From an existing resolution/the Government Relations Committee recommends deletion.

**Explanation of change:** This resolution is not possible to achieve.

**Title:** III.6 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.~~

From an existing resolution/the Government Relations Committee recommends deletion.

**Explanation of change:** This resolution was incorporated into II.4 “The School Finance System” resolution.